Western
UNIVERSITY · CANADA

Senate attendees are reminded that as per section IV.6 of the Senate By-Laws, only Senators or official Senate Observers may speak at Senate. The By-laws provide a process where, in exceptional circumstances, a guest may be granted speaking privileges at Senate. The Senate By-Laws are available on the Secretariat website: https://uwo.ca/univsec/pdf/senate/bylaws.pdf.

SENATE AGENDA

Friday, June 6, 2025, 1:30 p.m. – 4:30 p.m.
Meeting to be held electronically via Zoom videoconference.

Members of the public who wish to attend Senate are invited to contact the University Secretary at senate@uwo.ca.

1.0 Land Acknowledgement

2.0 Minutes of the Meeting of May 16, 2025   Approval

    2.1   Business Arising from the Minutes

3.0 Report of the President   Information

    3.1   Report of the Board Chair   Information

4.0 Report of the Provost   Information

5.0 Report of the Vice-President (Research)   Information

6.0 **Report of the Operations / Agenda Committee (D. Kotsopoulos) – Refer to Consent Agenda**

7.0 **Report of the Nominating Committee (D. Kotsopoulos)**

    7.1   Membership – Senate Committee on Academic Policy (Policy)   Action

    7.2   Membership – Senate Committee on Academic Curriculum and Awards (ACA)   Action

    7.3   Membership – Senate Review Board Academic (SRBA)   Action

8.0 **Report of the Senate Committee on Academic Policy (K. Yeung) – Refer to Consent Agenda**

9.0 **Report of the Senate Committee on Academic Curriculum and Awards (S. Roland)**

9.1 Faculty of Arts and Humanities, Department of Visual Arts: Introduction of a Major in Art History and Museum and Curatorial Studies and Withdrawal of the Major in Art History and the Major in Museum and Curatorial Studies — Approval

9.2 School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Management — Approval

10.0 **Report of the Senate Committee on University Planning (D. Laird)**

10.1 Introduction of the new MAPP Policy - Affirming Declarations of Indigenous Citizenship or Membership at Western University — Approval

11.0 **Report of the University Research Board (P. Pexman)**

11.1 Vice-President (Research) Annual Report — Information

12.0 **Report of the *ad hoc* Committee to Review the Navitas Proposal:**

12.1 Final Report and Recommendations of the *ad hoc* Committee to Review the Navitas Proposal — Information

12.2 Proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas — Approval

13.0 **Report of the Academic Colleague (S. Roland)** — Information

14.0 **The Unanimous Consent Agenda**

14.1 Items from the Operations / Agenda Committee

14.1(a) Membership - *ad hoc* Working Group for the 2025-2026 Governance Review — Information

14.1(b) Chair's Report on Questions and Issues for Discussion — Information

14.2 Items from the Senate Committee on Academic Policy

14.2(a) Faculty of Engineering: Revisions to the Policy on "Progression Requirements – Engineering" — Approval

14.2(b)	School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Admissions"	Information
14.2(c)	Administrative Policy Revisions Relating to the Introduction of New Policies for "Requests for Relief from Academic Decisions", "Scholastic Offences", and "Senate Review Board Academic Appeals"	
14.2(c)(i)	Revisions to the Policy on "Academic Records and Student Transcripts"	Information
14.2(c)(ii)	Revisions to the "General Policy on Scholarships, Awards, Prizes"	Information
14.2(c)(iii)	Revisions to the Policy on "Course Outlines"	Information
14.2(c)(iv)	Revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs"	Information
14.2(c)(v)	Revisions to the Policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"	Information
14.2(c)(vi)	Revisions to the Policy on "Preliminary Year and Preliminary Year Plus at Western University"	Information
14.2(c)(vii)	Revisions to the Policy on "Progression and Graduation Requirements – Business"	Information
14.2(c)(viii)	Revisions to the Policy on "Progression Requirements – Dentistry"	Information
14.2(c)(ix)	Revisions to the Policy on "Progression Requirements – Bachelor of Education (B.Ed.)"	Information
14.2(c)(x)	Revisions to the Policy on "Progression Requirements – Law"	Information
14.2(c)(xi)	Revisions to the Policy on "Progression Requirements – MD Program"	Information

14.3   Items from the Senate Committee on Academic Curriculum and Awards

14.3(a)	Ivey Business School: Renaming of and Revisions to the Certificate in Purpose-Driven Leadership	Approval
14.3(b)	Faculties of Arts and Humanities and Social Science, Department of Gender, Sexuality, and Women's Studies: Introduction of a Subject Area in Black Studies	Approval
14.3(c)	Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Minor and Certificate in German	Approval
14.3(d)	Faculty of Arts and Humanities, Department of Visual Arts: Renaming of and Revisions to the Honours Specialization in Art History and Museum Studies	Approval
14.3(e)	Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Honours Specialization in Studio Art	Approval
14.3(f)	Faculty of Science, Integrated Science Program: Revisions to the Admission and Program Requirements of the Honours Specialization in Integrated Science with Astrophysics and the Honours Specialization in Integrated Science with Physics	Approval
14.3(g)	King's University College: Revisions to the Honours Specialization and Specialization in Organizational and Human Resources	Approval
14.3(h)	Western Continuing Studies: Introduction of a Post-Degree Certificate in Marketing (in partnership with the Faculty of Information and Media Studies)	Approval
14.3(i)	School of Graduate and Postdoctoral Studies:	
14.3(i)(i)	Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies (School and Applied Child Psychology Field)	Approval
14.3(i)(ii)	Major Modification to the Master of Science in Foods and Nutrition (MScFN)	Approval

ITEM 1.0 – Land Acknowledgement

ACTION: ☐ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

A land acknowledgement will be offered at the start of the Senate meeting.

Offering a land acknowledgment was adopted as a standard practice at Senate on
December 9, 2016.

Dr Christy Bressette, the Vice-Provost and AVP (Indigenous Initiatives), has indicated
that it is important to remind ourselves regularly of our commitment to reconciliation
and decolonisation, and to ensure that these objectives remain central in our collegial
decision-making.

In the spring of 2021, the recommendation to offer a land acknowledgement was
extended to Senate's committees.

Members of OAC were broadly supportive of this practice, while also being mindful
that land acknowledgments should be meaningful and dynamic, and not simply a rote
exercise.

Some suggestions for practices that might be most meaningful and relevant to Senate
and committee meetings are:

- a land acknowledgement
- a reminder of one or more of the TRC Calls to Action, particularly those relating
  to education
- a reminder of elements of Western's Indigenous Strategic Plan
- a reference to local Indigenous culture or narratives

ITEM 2.0 – Minutes of the Meeting of May 16, 2025

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the minutes of the meeting held on May 16, 2025,
                              be approved as circulated.

ATTACHMENT(S):

Minutes of the May 16, 2025 Meeting

Western
UNIVERSITY · CANADA

MINUTES OF THE MEETING OF SENATE
Unofficial Until Approved

May 16, 2025

The meeting was held at 1:30 via Zoom.

SENATORS:

A. Agyapong	M. Green-Barteet	E. Miller
C. Alcantara	N. Harney	M. Mills
G. Beckett	S. Hayne Beatty	M. Modeski
J. Beecroft	A. Hearn	I. Namukasa
K. Bertrand	L. Henderson	D. Neufeld
J. Birkinshaw	K. Henricus	A. Nocilla
S. Boe	J. Herrera	V. Parsa
N. Borradaile	A. Hodgson	I. Paul
A. Botterell	J. Ijam	P. Pexman
A. Bryson	J. Jin	S. Powell
S. Buhrow	M. Joanisse	A. Puvirajah
J. Byrd Clark	I. Johnsrude	L. Rehmann
B. Cheadle	E. Kamimura	S. M. Saleh
K. Choi	M. Kim	S. Schmid
A. Christie	H. Kirk	L. Shaw
B. Chronik	D. Kotsopoulos	A. Shepard
M. Cleveland	D. Laird	K. Siddiqui
N. Coates	J. Lamarche	A. Simon
K. Coley	L. Lingard	Z. Sinel
A. Cooke	G. R. Little	D. Smith
E. Da Costa	L. Logan	F. Strzelczyk
S. D'Arcy	A. Liu	T. Tomko
L. Davis	A. Lukawski	X. Wang
M. Davison	O. Matthews	S. Whitehead
M. El-Sakka	G. McAuley	J. Yoo
D. Ferri	M. McGrath	N. Zabian
J. Gemson	D. Meister	A. Zecevic
R. Graham	A. Meyer	

Observers: C. Bressette, R. Chelladurai, C. Chung, J. Doerksen, J. Hutter, R. Isard, E. Kalaydjian, S. Lewis, M. Medapati, S. Roland, V. Sarkany, J. Scott, J. Weststar, M. Yenson

LAND ACKNOWLEDGEMENT

M. Joanisse offered a Land Acknowledgement.

MINUTES OF PRIOR MEETING

ITEM 2.0 – Minutes of the Meeting of April 25, 2025

It was moved by C. Alcantara, seconded by R. Graham,

    That the minutes of the meeting of April 25, 2025, be approved as circulated.

CARRIED

REPORT OF THE PRESIDENT

In addition to the written report provided in advance of the meeting, A. Shepard, President & Vice-Chancellor, expressed appreciation to the members of the Western community who, among others, have recently been honored with special awards in recognition of their achievements.

A. Shepard continued his report with remarks on provincial budget matters, including an announcement concerning STEM funding, and stated that further details on funding allocations will be provided at the next Senate meeting in June.

A. Shepard concluded his report with an update on the arson that took place in the Social Science building, advising that a suspected individual was arrested.

REPORT OF THE PROVOST

F. Strzelczyk, Provost & Vice-President (Academic) began her report with a brief leadership update and announced that Christy Bressette was reappointed for a second five-year term as Vice-Provost & Associate Vice-President (Indigenous Initiatives). Also, the Provost shared that Susan Knabe has been appointed as Acting Dean of the Faculty of Information & Media Studies (FIMS) for a one-year term, effective July 1, 2025, following the completion of Dean Lisa Henderson's term, and expressed gratitude to L. Henderson for her leadership.

F. Strzelczyk continued her report with an update on the projects and initiatives that support strategic priorities of the University, including the recently announced launch of the Western Academic Leadership Accelerated Program (Western Academic LAP) under the leadership of Lauretta Frederking.

F. Strzelczyk concluded her report by commenting on the advocacy efforts within the Ontario Council of Academic Vice-Presidents, including discussions on the regulatory proposal permitting colleges to offer master's degrees in applied fields of study, as well as the ongoing work on the new Quality Assurance Framework.

REPORT OF THE VICE-PRESIDENT (RESEARCH)

In addition to the materials provided in advance of the meeting, P. Pexman, Vice-President (Research) provided a brief update on recent initiatives led by Western Research aimed at reducing barriers and streamlining processes to enhance research success. She also announced upcoming proposed revisions to various MAPP policies to ensure they are relevant, accessible, and supportive of the research community.

Additionally, P. Pexman briefly commented on key projects to streamline the grant application process, including the Grants Repository project and the automated grant feedback tool.

In response to a question regarding the ongoing external review of Western's Research Ethics Board (REB), P. Pexman stated that a high-level update on the recommendations from the external reviews will be provided at the June Senate meeting.

REPORT OF THE OPERATIONS / AGENDA COMMITTEE (OAC)

On behalf of the Operations/Agenda Committee (OAC), M. Cleveland presented the report of the Committee.

ITEM 6.1 – Membership – Nominating Committee

Brooklin Begg was nominated by Operations/Agenda Committee (OAC) and Ayesha Hassan was nominated from the floor of Senate. An election was held following the Senate meeting and Brooklin Begg was elected to the Nominating Committee as an undergraduate student Senator for a term from July 1, 2025 to June 30, 2026.

Cherin Chung was acclaimed to the Nominating Committee as a graduate student Senator for a term from July 1, 2025 to June 30, 2026.

In addition to the student nominees, Blaine Chronik, Alison Hearn, Immaculate Namukasa and Geoffrey Robert Little were nominated from the floor of Senate. An election was held following the Senate meeting and Alison Hearn and Immaculate Namukasa were elected to the Nominating Committee as faculty members of Senate and Geoffrey Little was elected as a member of Senate, all for terms from July 1, 2025 to June 30, 2027.

ITEM 6.2 – 2025-2026 Governance Review

M. Cleveland provided a brief update on the Committee's work related to the upcoming Senate governance review, announcing that a call for nominations for membership on the *ad hoc* Working Group for the 2025-2026 Governance Review would be shared with current and past Senators following the Senate meeting.

ITEM 6.3 – Notice of Motion regarding the University's use of X/Twitter

On behalf of OAC, S. Schmid provided an updated on the notice of motion regarding the University's use of X/Twitter introduced by Senator M. Cleveland at the April 25, 2025

Senate meeting and advised Senate that OAC considered the proposed motion and determined that this is an operational matter falling under the authority assigned to the President & Vice-Chancellor in the Powers and Duties of Senior Officers. The committee determined that the presented notice of motion does not fall within Senate's authority as set out in sections 29 and 30 of *The University of Western Ontario Act* (1982, as amended 1988).

REPORT OF THE SENATE NOMINATING COMMITTEE

On behalf of the Senate Nominating Committee, S. Schmid provided the Nominating Committee report.

ITEM 7.1 – Membership – Senate Committee on Academic Policy (Policy)

No nominations were received for the faculty position on the Senate Committee on Academic Policy for a term from July 1, 2025 to June 30, 2027.

ITEM 7.2 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

Yutong Gao was acclaimed to the Senate Committee on Academic Curriculum and Awards (ACA) as a graduate student for a term from July 1, 2025 to June 30, 2026.

Greg Beckett was acclaimed to ACA as a faculty Senator for a term from July 1, 2025 to June 30, 2027.

ITEM 7.3 – Membership – Senate Committee on University Planning (SCUP)

Manoj Reddy Medapati was acclaimed to the Senate Committee on University Planning (SCUP) as a postdoctoral scholar for a term vacant due to a resignation until June 30, 2026.

ITEM 7.4 – Membership – University Research Board (URB)

Mitchell Sammut was nominated by the Nominating Committee and Nouran Al-Banaa, Kashif Ali, Mohamed Essa, Colleen Van Loon and Jack Webb were nominated from the floor of Senate to the University Research Board (URB). An election was held following the Senate meeting and Colleen Van Loon and Jack Webb were elected to URB as graduate students for terms from July 1, 2025 to June 30, 2026.

Shannon Sibbald was acclaimed to URB as a representative from the Faculty of Health Sciences for a term from July 1, 2025 to June 30, 2027.

Klaus Meyer was acclaimed to URB as a representative from the Ivey Business School for a term from July 1, 2025 to June 30, 2027.

Luke Stark was acclaimed to URB as a representative from the Faculty of Information and Media Studies (FIMS) for a term from July 1, 2025 to June 30, 2027.

Mario Longtin and Kim Solga were were nominated from the floor of Senate to URB. An election was held following the Senate meeting and Kim Solga was elected to URB as a representative from the Faculty of Arts & Humanities for a term from July 1, 2025 to June 30, 2027.

ITEM 7.5 – Membership – Senate Review Board Academic (SRBA)

Basma Nasman was acclaimed to the Senate Review Board Academic (SRBA) as a graduate student for a term from July 1, 2025 to June 30, 2026.

Nikki Rotas was acclaimed to SRBA as a faculty member for a term from July 1, 2025 to June 30, 2027.

ITEM 7.6 – Membership – Honorary Degrees Committee

Jasmine Antonelli was nominated by the Nominating Committee and Logy Shahin was nominated from the floor of Senate to the Honorary Degrees Committee. Both were acclaimed for terms from July 1, 2025 to June 30, 2026.

ITEM 7.7 – Membership – Selection Committee for the Dean of the Faculty of Arts and Humanities

Donna Kotsopoulos, Lorelei Lingard and Andrew Nelson were nominated by the Nominating Committee and Zoë Sinel was nominated from the floor of Senate to the Selection Committee for the Dean of the Faculty of Arts and Humanities. An election was held following the Senate meeting and Donna Kotsopoulos, Andrew Nelson and Zoë Sinel were elected to the Selection Committee for the Dean of the Faculty of Arts and Humanities.

ITEM 7.8 – Selection/Review Committee for the Dean of the Faculty of Social Science

Shauna Burke, Matt Davison and Sarah Gallagher were nominated by the Nominating Committee and Kelly Olson was nominated from the floor of Senate to the Selection/Review Committee for the Dean of the Faculty of Social Science. An election was held following the Senate meeting and Shauna Burke, Matt Davison and Sarah Gallagher were elected to the Selection/Review Committee for the Dean of the Faculty of Social Science.

ITEM 7.9 – Selection/Review Committee for the Dean of Don Wright Faculty of Music

Ken Coley, Jessica Grahn and Michael Fox were acclaimed to the Selection/Review Committee for the Dean of Don Wright Faculty of Music.

REPORT OF THE COMMITTEE ON ACADEMIC POLICY

On behalf of the Senate Committee on Academic Policy, K. Yeung presented the Policy report.

ITEM 8.1 – Report of the ad hoc Working Group to the Senate Committee on Academic Policy

The Report of the *ad hoc* Working Group to review the policy on the "Structure of the Academic Year" was received by Senate for information.

ITEM 8.2 – Approval of Recommendations: Revisions to the Policy on the "Structure of the Academic Year"

K. Yeung, Chair of the Senate Committee on Academic Policy, presented for approval the revisions to the Policy on the "Structure of the Academic Year" and outlined the rationale behind the changes, the options that were considered, the consultations undertaken and the amendments made to the policy. Refer to Appendix A of the minutes for the presentation.

It was moved by J. Byrd Clark, seconded by C. Alcantara,

> That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on the "Structure of the Academic Year" be revised as shown in Item 8.2.

CARRIED

REPORT OF THE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

On behalf of ACA, S. Roland presented the report of the Committee.

ITEM 9.1 – Faculty of Health Sciences, Arthur Labatt Family School of Nursing: Withdrawal of the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN), Introduction of a Stand-Alone Bachelor of Science in Nursing (BScN), and Revisions to the Policies on "Nursing Applicants" and "Progression Requirements – Nursing"

It was moved by B. Cheadle, seconded by N. Zabian,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Western-Fanshawe Collaborative Bachelor of Science in Nursing (BScN) program be discontinued; and

> That students currently enrolled in the Western-Fanshawe Collaborative BScN be permitted to graduate upon fulfillment of the program requirements by August 31, 2031; and

> That the Western-Fanshawe Collaborative BScN be withdrawn effective September 1, 2031; and

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, a stand-alone Bachelor of Science in Nursing (BScN) be introduced by the Arthur

Labatt Family School of Nursing in the Faculty of Health Sciences as shown in Item 9.1; and

That effective September 1, 2025, the policies on "Nursing – Applicants" and "Progression Requirements – Nursing" be revised as shown in Item 9.1.

CARRIED

ITEM 9.2 – King's University College: Introduction of a Major in Analytics and Decision Sciences

It was moved by H. Kirk, seconded by J. Gemson,

That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2025, a Major in Analytics and Decision Sciences be introduced by King's University College as shown in Item 9.2.

CARRIED

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

On behalf of the University Research Board (URB), P. Pexman presented the URB report.

ITEM 11.1 – Revisions to MAPP Policy 7.14 – Research Involving Human Participants

It was moved by P. Pexman, seconded by C. Alcantara,

That on the recommendation of the University Research Board, Senate approve and recommend to the Board of Governors, that effective July 1, 2025, MAPP Policy 7.14 – Research Involving Human Participants be revised as shown in Item 11.1.

CARRIED

REPORT OF THE SENATE *ad hoc* COMMITTEE TO REVIEW THE NAVITAS PROPOSAL

ITEM 12.1 – Preliminary Report of the Senate ad hoc Committee to Review the Navitas Proposal

On behalf of the Senate *ad hoc* Committee to Review the Navitas Proposal, F. Strzelczyk presented the Committee's report.

ITEM 12.1 – Preliminary Report of the Senate ad hoc Committee to Review the Navitas Proposal

The Preliminary Report of the Senate *ad hoc* Committee to Review the Navitas Proposal was received for information in accordance with the *ad hoc* Committee's terms of reference.

ITEM 12.2 – Draft Proposal for Internationalization at Western: A Multi-Pronged Approach

F. Strzelczyk presented the draft proposal outlining the potential partnership between Western and Navitas (Appendix B) for information and discussion. During her presentation, F. Strzelczyk described potential models of international education, outlined the rationale for exploring a partnership between Western and Navitas, described the experience of Navitas in providing international student recruitment and education, and shared information on the consultation process and proposed timeline. Additionally, the Provost addressed the differences between the current proposal and the proposal that was considered in 2020. The presentation was followed by a lengthy and detailed discussion.

In response to a question concerning the recent report circulated by faculty members in the Ivey Business Sustainability area, which raised concerns regarding Navitas' financial stability, L. Logan, Vice-President (Operations & Finance), addressed the financial data presented in the report, specifically the information related to the company's financial health. She referred Senate members to the Risk Assessment Report appended to the draft proposal for further information on potential risk to Western. Additionally, the Provost advised that Navitas recently successfully completed an accreditation process as a private college in British Columbia, and, as part of this process, confirmed their financial viability.

In response to a question regarding how the financial risk will be distributed , L. Logan advised that from the financial risk perspective, a partnership with Navitas offers a lower-risk model for Western, as the investment for first-year recruitment is by Navitas. In contrast, with a direct recruitment model, the University would have the full financial risk along with the need for significant upfront investments.

A Senator raised a question of clarification on the rationale for seeking a partnership with a for-profit organization. The Provost clarified that despite substantial investments in direct international student recruitment, Western has not been able to achieve the intended outcomes, and the University remains well behind its peer institutions in this area. She noted that Navitas has well-developed infrastructure allowing it to effectively recruit students worldwide. S. Lewis, Vice-Provost (Academic Programs) commented on the work of the Western English Language Centre (WELC) and noted a decline in interest in the English Academic Program (EAP), emphasizing that this reflects a cross-country trend.

An Official Observer raised concerns with respect the *ad hoc* Committee's mandate and noted that insufficient efforts have been made to explore alternative solutions. In addressing these concerns, the Provost highlighted the extensive range of activities undertaken by the *ad hoc* Committee and commented on the comparable models provided in the UWOFA task force report, noting that the proposed alternative models require significant investments that are not feasible for Western.

A Senator, speaking from their experience as a member of the *ad hoc* Committee, addressed the concerns raised and reassured Senate that the *ad hoc* Committee had undertaken comprehensive work and careful review.

To address a question from a Senator, the Provost emphasized that with the proposed partnership, Western will maintain full academic oversight, The partnership would not replace direct recruitment efforts, and if recruitment targets are not reached, it will not put the University at financial risk.

In response to a question of clarification, the Provost confirmed that Navitas has a private college registered in Ontario and that the provincial government had been consulted. L. Logan provided additional information regarding Navitas ownership matters and commented on some Canadian investors, including the Canada Pension Plan Investment Board (CPPIB), the Ontario Teachers' Pension Plan (OTPP), and the British Columbia Investment Management Corporation (BCI).

R. Chelladurai addressed questions related to the data provided in the draft proposal, including potential international undergraduate enrolment, projections for progression and graduation rates, and simulations of enrolment outcomes. He noted that these projections were modeled based on available resources and the extensive experience of Navitas in international recruitment processes. Additionally, in response to a question, R. Chelladurai said that Western's royalty is yet to be negotiated but is expected to be at the level of 15%. J. Hutter, Acting Deputy Provost, provided insights from consultations with institutions that have been involved in similar partnerships and the data shared by these institutions regarding outcomes related to student performance.

A Senator commented on the current financial context and highlighted the importance of identifying alternative revenue sources, emphasizing the need for proactive planning and strategic actions.

The Provost discussed the student experience and mitigation strategies in place should students be unsuccessful in progressing to Year two.

An Official Observer addressed concerns with the risks in a public-private partnership as part of the ethical debates on the privatization of education, emphasizing that Western already engages with many for-profit companies and provided several examples of public-private partnerships at the University, including the use of the Learning Management System, cooperation for commercial aviation courses, transitioning courses to an online format due to COVID, and work conducted through the Western Research Parks.

The Provost addressed concerns with respect to the Collective Agreement and the proposed hiring process for the Navitas instructors and advised that this matter was also discussed with the institutions that are involved in similar partnerships.

Referring to the data provided by consulted institutions, the Provost commented on the distribution of international students among the different Faculties in response to a question.

A Senator commented on the differences between the 2020 and 2025 proposals and stated that the proposed partnership could help to enhance institutional outcomes beyond existing levels.

A Senator expressed concern that the emphasis on small class sizes in the proposal seems inconsistent with the broader institutional strategy currently being implemented. Additionally, this may result in a more supportive learning environment for international students compared to domestic students, raising issues of equity. The Provost explained that this approach is addressing issues of equity as it is intended to provide additional support to students who may require it in order to succeed in the future.

ITEM 13.0 – Report of the Academic Colleague

The Report of the Academic Colleague was received by Senate for information.

A Senator raised a question regarding whether actions in response to the changing landscape for international undergraduate students, in light of current U.S. policy trends, had been discussed at the Council of Ontario Universities (COU). S. Roland, Academic Colleague, advised that no proactive measures have been discussed, instead, the focus has been on raising awareness of this issue. The President confirmed that no formal action has been taken, although discussions on the matter have occurred.

It was moved by A. Nocilla, seconded by C. Alcantara,

> That the Senate meeting be extended by 15 minutes.

CARRIED

CONSENT AGENDA ITEMS

REPORT FROM THE OPERATIONS / AGENDA COMMITTEE (OAC)

Information Items Reported by OAC on Unanimous Consent:

- ITEM 14.1(a) – Senate Membership – General Community Member
- ITEM 14.1(b) – Senate Membership – Undergraduate Student Senator At-Large

REPORT FROM THE SENATE COMMITTEE ON ACADEMIC CURRICULUM AND AWARDS (ACA)

ITEM 14.2(a)(i) – Faculty of Science, Department of Biology: Revisions to the Admission and Program Requirements of the Honours Specialization in Biodiversity and Conservation

It was moved by R. Graham, seconded by L. Shaw,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Honours Specialization in Biodiversity and Conservation, offered by the Department of Biology in the Faculty of Science, be revised as shown in Item 14.2(a)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(a)(ii) – Faculty of Science, Integrated Science Program: Revisions to the Admission and Program Requirements of Honours Specialization in Integrated Science Modules

It was moved by R. Graham, seconded by L. Shaw,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the following Honours Specialization in Integrated Science modules, offered by the Faculty of Science, be revised as shown in Item 14.2(a)(ii).
>
>> Honours Specialization in Integrated Science with Biology
>> Honours Specialization in Integrated Science with Chemistry
>> Honours Specialization in Integrated Science with Computer Science
>> Honours Specialization in Integrated Science with Earth Sciences
>> Honours Specialization in Integrated Science with Environmental Science
>> Honours Specialization in Integrated Science with Genetics
>> Honours Specialization in Integrated Science with Mathematical and Statistical Sciences
>> Honours Specialization in Integrated Science with Synthetic Biology

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(b) – Faculty of Social Science, Department of Anthropology: Withdrawal of the Major in Sociocultural Anthropology and Major in Linguistic Anthropology

It was moved by R. Graham, seconded by L. Shaw,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, admission to the Major in Sociocultural Anthropology and Major in Linguistic Anthropology be discontinued; and
>
> That students currently enrolled in the modules be permitted to graduate upon fulfillment of the module requirements by August 31, 2028; and
>
> That the modules be withdrawn effective September 1, 2028.

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(c)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice (Clinical Epidemiology and Research Management Field)

It was moved by R. Graham, seconded by L. Shaw,

> That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Clinical Science (MCISc) in Advanced Health Care Practice

(Clinical Epidemiology and Research Management Field) be revised as shown in Item 14.2(c)(i).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(c)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Data Analytics (MDA)

It was moved by R. Graham, seconded by L. Shaw,

That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Data Analytics be revised as shown in Item 14.2(c)(ii).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(c)(iii)– School of Graduate and Postdoctoral Studies: Major Modification to the Master of Management of Applied Science (MMASc)

It was moved by R. Graham, seconded by L. Shaw,

That on the recommendation of ACA, Senate approve that effective May 1, 2025, the Master of Management of Applied Science (MMASc) be revised as shown in Item 14.2(c)(iii).

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(c)(iv)– School of Graduate and Postdoctoral Studies: Withdrawal of the Graduate Diploma (GDip) in Executive Healthcare Leadership

It was moved by R. Graham, seconded by L. Shaw,

That on the recommendation of ACA, Senate approve that effective May 1, 2025, admission to the Graduate Diploma (GDip) in Executive Healthcare Leadership be discontinued and that the program be withdrawn.

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(c)(v)– School of Graduate and Postdoctoral Studies: Withdrawal of the Master of Engineering (MEng) in Design and Manufacturing.

It was moved by R. Graham, seconded by L. Shaw,

That on the recommendation of ACA, Senate approve that effective May 1, 2025, admission to the Master of Engineering (MEng) in Design and Manufacturing be discontinued and that the program be withdrawn.

CARRIED BY UNANIMOUS CONSENT

ITEM 14.2(d) – Revisions to the Articulation Agreement between Western University and Fanshawe College for the Admission of Graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs

It was moved by R. Graham, seconded by L. Shaw,

> That on the recommendation of ACA, Senate approve that effective May 16, 2025, the articulation agreement for the admission of graduates of the Chemical Laboratory Technology – Science Laboratory and Environmental Technology Programs at Fanshawe College into the Faculty of Science at Western University be revised as shown in Item 14.2(d).

CARRIED BY UNANIMOUS CONSENT

Information Items Reported by ACA on Unanimous Consent:

- ITEM 14.2(e)(i) – Faculty-Specific Sessional Dates: Revised 2024-25 Sessional Dates – Faculty of Education
- ITEM 14.2(e)(ii) – Faculty-Specific Sessional Dates: Revised 2025-26 Sessional Dates – Dentistry, Schulich School of Medicine & Dentistry
- ITEM 14.2(f)(i) – New Donor-Funded Scholarships, Awards and Prizes
- ITEM 14.2(f)(ii) – New Western-Funded Scholarships, Awards and Prizes

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY PLANNING (SCUP)

Information Items Reported by SCUP on Unanimous Consent:

- TEM 14.3(a) – Annual Report on Information Security
- ITEM 14.3(b) – Student Mental Health Strategy
- ITEM 14.3(c) – Renaming of Western Continuing Studies as Western School of Professional and Continuing Education (SPACE)

REPORT OF THE UNIVERSITY RESEARCH BOARD (URB)

Information Items Reported by URB on Unanimous Consent:

- ITEM 14.4(a) – Revisions to the Procedure for MAPP 7.9 – Establishment, Governance and Review of Research Institutes, Centres and Groups

ANNOUNCEMENTS AND COMMUNICATIONS

The following items reported through Announcements and Communications were received for information by unanimous consent:

- ITEM 14.5(a) – Election Results – Senate Committees

DISCUSSION AND QUESTION PERIOD

The full text of the questions submitted in advance of the meeting was posted in the Agenda at Item 16.0 prior to the meeting. The questions and responses are summarized below:

F. Strzelczyk addressed a question regarding the adequacy of resources to support international students and advised on how students at the proposed International College could be connected with Student Experience services on campus.

In response to a question regarding the average international undergraduate enrolment among the U6 excluding the University of Toronto, R. Chelladurai clarified that the draft proposal uses 2023–24 data, showing U6 average of 15.7% (excluding University of Toronto and Western), compared to Western's 8.5% and confirmed that the declining trends shown in proposal are statistically significant.

In response to a question regarding the potential implications for intellectual property and the level of academic oversight, F. Strzelczyk confirmed that while Navitas would be responsible for International College operations, Western would have full academic oversight.

A Senator raised a question regarding the Senate meeting format, particularly whether a hybrid option for Senate meetings could be considered to accommodate the participation of spectators. The President referred this inquiry to the Operations/Agenda Committee.

ADJOURNMENT

The meeting adjourned at 4:42 p.m.

_____   _____

A. Shepard   A. Bryson
Chair   University Secretary

Report of Policy's *ad hoc* Working Group on the Structure of the Academic Year

May 16, 2025

Western

1

Challenge

The policy on the "Structure of the Academic Year" requires revision as the University will not be able to meet policy requirements in the future, including meeting the required number of instructional hours per course and instructional days in the Fall term.

Western

2

Options identified

Option 1: Fall Reading Week in October, overlapping with Canadian Thanksgiving

Option 2: Fall Reading Week later in the term with a designated Monday at the end of the term

Option 3: Shortened Fall Reading Week break later in the term

Option 4: Altering the timing of Fall Reading Week in some years between Thanksgiving week and later in the term

Western🛡

3

Consultation

Input was sought from undergraduate students, faculty members / teaching staff, Graduate Teaching Assistants, and staff members.

- Survey
- Townhall – in person and virtual
- Targeted consultation
  - Undergraduate Academic Forum
  - Executives of the University Students' Council (USC)
  - Executives of the Society of Graduate Students (SOGS)
  - Executives of PSAC 610 (Teaching Assistants' and Postdoctoral Associates' Union)
  - USC Academic Roundtable
  - Housing and Ancillary Services
  - Student Experience
  - UWOFA

Western🛡

4

Survey Results

- More than 70% of students identified the primary purpose of reading week as course-related, either to have a break from coursework or to catch up on coursework.

- The survey showed there was little support for a shortened Fall Reading Week.

- There was a slight preference from undergraduate students for a later Reading Week with a designated Monday (50% of students ranked the option as their first choice).

- 41% of undergraduate students ranked the overlap with Thanksgiving as their first choice. Faculty/Teaching Staff/GTAs (62%) and Staff (69%) preferred this option.

Western

5

Years Applicable	Sept 1 day of week	Proposed Class Start		Day of NDTR	Minimum 60 instructional days		Minimum 12 days of each day of the week		Minimum 12 day Dec exam period		Minimum 1 Study Day	
		TG FRW	Later FRW		TG FRW	Later FRW	TG FRW	Later FRW	TG FRW	Later FRW	TG FRW	Later FRW
Fall 2026, 2037, 2043, 2048	Tues	Wed	Tues	Wed	60	60		11 Mon	12	12	1	1
Fall 2027, 2032, 2038, 2049	Wed	Thurs	Wed	Thurs	60	60		11 Mon	12	12	1	1
Fall 2028, 2034, 2045	Friday	Thurs	Thurs	Sat	61	60	If NDTR obsvd Fri	11 Mon	13	13	1	1
Fall 2029, 2035, 2040, 2046	Sat	Thurs	Thurs	Sun	61	60	If NDTR obsvd Fri	11 Mon	13	13	2	2
Fall 2030, 2041, 2047	Sun	Thurs	Thurs	Mon	62	61		11 Mon	12	12	1	1
Fall 2025, 2031, 2036, 2042	Mon	Thurs	Thurs	Tues	63	62			12	12	1	1
Fall 2033, 2039, 2044, 2050	Thurs	Thurs	Thurs	Fri	61	60		11 Mon	12	12	1	1

Western

6

24

Internationalization at Western: A Multi-Pronged Approach

Proposed Partnership between Western and Navitas

May 16, 2025

Western

Internationalization at Western: A Multi-Pronged Approach

1

Models of international education

- In-house first year model
- Current state - direct entry only
- International college partnership model

Western

Internationalization at Western: A Multi-Pronged Approach

2

25

Why consider a third-party international education provider like Navitas?

- Focuses on **recruitment** + **education**
- 60,000+ students recruited annually from 151 countries
- Partnership with 39 universities worldwide, including five in Canada
- Partnership with globally ranked institutions in the top 200
- Canadian knowledge, experience, ownership and leadership based in Canada

Western 🛡

Internationalization at Western: A Multi-Pronged Approach

3

Student support services

Academic support examples:

- 4-hour instruction blocks that include interactive learning methods
- Smaller class sizes
- Drop-in workshops (including study skills, writing skills, proofreading)
- Mandatory tutorials & workshops
- Interdisciplinary Learning Skills
- Weekly Academic and Innovation Challenges

Non-academic support examples:

- Tailored pre-arrival course
- Western Orientation and International College Orientation Programs
- Assigned counselor for academic, wellness, cultural, wayfinding and other supports
- Daily lunch-hour programming
- Attendance monitoring and follow-ups
- 24/7 advisor support
- Field Trips

Western 🛡

Internationalization at Western: A Multi-Pronged Approach

4

Benefits to Western

Global Engagement

- Expands Western's global footprint
- Strengthens alumni networks worldwide
- Enhances our profile and reputation

Financial

- Royalties paid from Navitas to Western
- Tuition revenue boost
  - *Tuition revenue from Years 2 to 4 at Western—plus royalties from Year 1—will exceed the foregone Year 1 tuition by more than three times.*
- Direct compensation to the units involved in academic and faculty appointment oversight
- Increased funding for educational and research missions

Western | Internationalization at Western: A Multi-Pronged Approach

5

Simulation of incremental tuition revenue through UG enrolments flowing from WIC **(i.e., years 2 to 4 at Western)** – in $M

$120M is more than 2300 students

Year	Value
2027-28	3.5
2028-29	8.7
2029-30	18.9
2030-31	36.6
2031-32	62.1
2032-33	92.0
2033-34	121.9

Western | Internationalization at Western: A Multi-Pronged Approach

6

Simulation of incremental tuition revenue through grad enrolments flowing from WIC – in $M

Based on enrolments in *only two groups* of programs
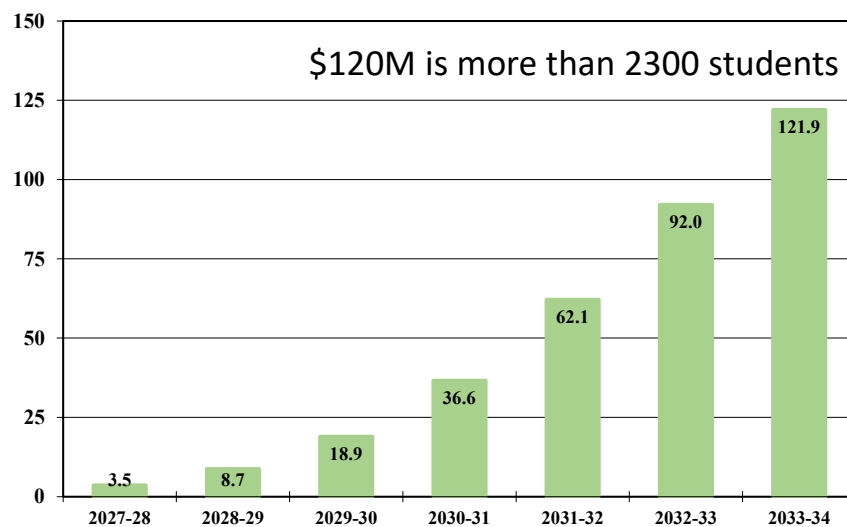
Internationalization at Western: A Multi-Pronged Approach

Western
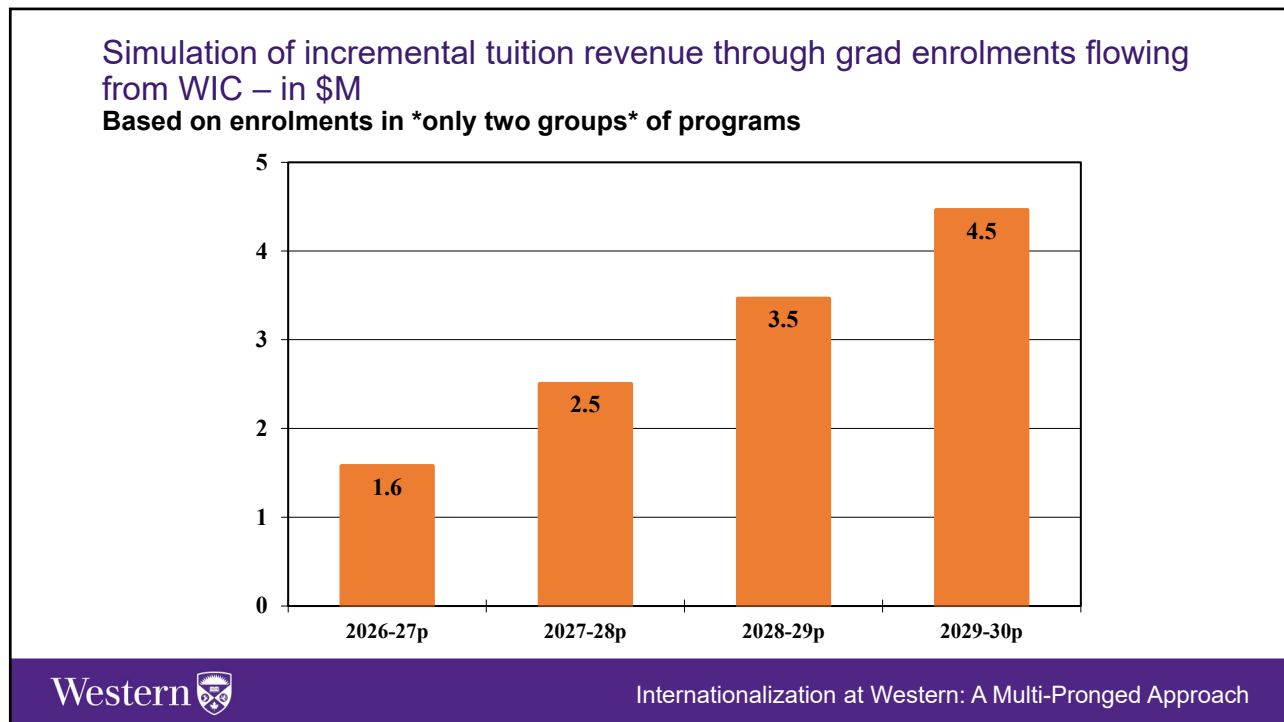
7

Proposal: 2020 vs. 2025

✓Oversight over academic program offerings

✓Control over academic course content and quality

✓Monitoring of student success and outcomes

✓Hiring of International College instructors under the CA

✓Integrated and tailored academic and non-academic supports

✓Early integration of international students

Western

8

Public – Private Partnership

- Accessing a public education
- Delivering our public institution's approved curriculum
- Improving learning outcomes
- Tapping into specialized expertise
- Utilizing resources that are limited at our institution
- Learning from a tried and proven model of success

= the proposed partnership augments and amplifies our signature public education

Western 🛡

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Timeline

Dates	Consultation	
Feb – Apr 2025	Initial community consultations to inform a draft proposal	
March 2025	Website launched with updates and FAQs (includes consultation info) Senate convened Ad Hoc Committee to Review the Navitas Proposal	
May 2025	Community consultations on a draft proposal, engaging over 20 groups across campus, including the Office of the Registrar, faculty councils & departments, Student Experience, Western International, Residence Life, Senate Committees (SCUP, ACA, POLICY), employee group leaders, student councils and international student focus groups.	← We are here
May – June 2025	Revise draft proposal and seek approvals (Senate & Board)	
September 2026	Subject to Senate & Board approval - possible first student intake	

Western 🛡   Internationalization at Western: A Multi-Pronged Approach

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We've listened to you

Draft proposal available online:
https://www.provost.uwo.ca/password_protected/navitas.html

Consultations since February 2025

- Campus community consultation: in-person and virtual
- Senate and Senate Committees: SCUP, ACA, POLICY,
- Academic Leaders Round Table
- Provost's Leadership Team & Vice Provosts
- Dean's Council
- Employee Group leaders
- Academic Advisors
- University Students Council, Society of Graduate Students
- Faculty of Health Sciences Town Hall
- Western International – International students focus group
- Western Continuing Studies
- Ivey Business School faculty council

- Office of the Registrar
- Faculty of Education council
- Faculty of Arts & Humanities council
- Faculty of Music council
- Faculty of Social Science council
- Department of Anthropology (Social Sciences)
- Student Experience, Residence Life
- Western International
- Campus Council
- Western English Language Centre
- Schulich School of Medicine & Dentistry Council
- **More coming up in May…**

Western

Internationalization at Western: A Multi-Pronged Approach

11

Questions & Discussion

Western

Internationalization at Western: A Multi-Pronged Approach

12

ITEM 2.1 – Business Arising from the Minutes

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

There is no business arising at this time.

REPORT OF THE PRESIDENT

To: Senators

From: Alan Shepard

Date: May 30, 2025

Re: Monthly report for June 2025

Dear Senators,

Following are some noteworthy developments since my last report for the Senate meeting of May 16, 2025.

Preparing for Convocation June 9 to 13: more than 6,800 graduands are registered and 400 volunteers are ready to ensure Convocation is a success. A comprehensive website is available for graduands, families, and the Western community. We are planning several activities and celebration opportunities at Dundas Place (outside Canada Life Place) during the week. **Faculty members who wish to join the academic procession must register by June 2.**

Inaugural Institutional Core Research Facilities: Western is designating six institutional core research facilities (below) as part of a new strategic investment program to strengthen research impact and support key facilities. The inaugural cohort includes:
- Wind Engineering, Energy & Environment **(**WindEEE) (Engineering)
- Hearing Health Research Core (Health Sciences)
- Surface Science Western (Science)
- Brain & Mind (Social Science)
- Centre for Functional and Metabolic Mapping (Schulich)
- Imaging Pathogens for Knowledge Translation (ImPaKT) (Schulich)

Western and University of St Andrews expand partnership: building on a longstanding exchange program, and facilitated by Western International, two Western professors recently participated in a global fellowship program with St Andrews in Scotland. Kirsty Robertson (Visual Arts) completed a month-long fellowship at its Centre for Energy Ethics while June Cotte (Ivey) spent September 2024 at St Andrews and returned this spring to advance two research projects.

Future doctors explore health care in Southwestern Ontario communities: first-year medical students traded classrooms for experiential learning in communities across Southwestern Ontario as part of Schulich Medicine & Dentistry's annual Discovery Week. This initiative (established in 1998) places more than 190 students in over 30 communities. Part of Schulich's commitment to

distributed medical education, these one-week, immersive placements offer students the opportunity to experience community-based care in local hospitals and clinics.

Undergraduate Summer Research Internships: 315 undergraduate students from 11 faculties are participating in [summer research internships](#) to engage in hands-on research and explore opportunities to learn new research methods alongside faculty mentors. The program also offers professional development seminars to help students develop skills.

Accolades: Congratulations to the following Western community members who, among others, have received special honours and awards in recent weeks:

- **Ting-Yim Lee** (Schulich) selected to receive the *Canadian Organization of Medical Physicists* Gold Medal.

- Postdoctoral scholar **Jenna Schulz** received the Emerging Leader Award from the Orthopaedic Division of the *Canadian Physiotherapy Association*.

- Mustangs women's track and field team received three top awards at the Ontario University Athletics (OUA) 2024-2025 celebration including **Team of the Year**, **Coach of the Year – Vickie Croley**, **Athlete of the Year – Favour Okpali**.

- Student **Trinity Chung** (Arts & Humanities, Social Science) selected to receive the David Choi Canada Award of Excellence from the *Korean Canadian Scholarship Foundation*.

- [Fifteen Western alumni](#) elected to Canada's 45th Parliament; **Tim Hodgson** (MBA'88) appointed Minister of Energy and Natural Resources.

- **Rafaella Rosenberg** (HBA'16) nominated for a Tony Award in the best play category. Her co-produced Broadway production, *Oh, Mary!* received four additional Tony nominations and was shortlisted for the Pulitzer Prize.

- **John Bayliss** (HBA'99) appointed CEO of Mastermind Toys.

- Chief **Kelly LaRocca** (BA'06) of Mississaugas of Scugog Island First Nation selected to receive an honorary degree from York University.

- The following alumni received King Charles III Coronation Medals in recent weeks: **Lorin MacDonald, Peter McNally.**

- **Brett Moodie** (JD'09) and **Fraser McCracken** (LLB'10) appointed to the Ontario Court of Justice.

Leadership updates:

Margaret McGlynn reappointed for a six-year term as Vice-Provost (Academic Planning, Policy & Faculty), effective July 1, 2025.

Susan Knabe appointed Acting Dean, Faculty of Information & Media Studies, for a one-year term, effective July 1, 2025.

Matthew Teeter appointed to a five-year term as Director, Bone and Joint Institute, effective May 1, 2025.

Sarah Dawson appointed Associate Vice-President (Alumni Relations), effective June 1, 2025.

Bobbie O'Connor appointed Associate Vice-President (Development), effective August 25, 2025.

ITEM 3.1 – Report of the Board Chair

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

With a view to enhancing the relationship between Western's Board of Governors and Senate, and with the recommendation of the Board and the Operations/Agenda Committee, the Chair of the Board presents a report to Senate in respect of matters that have been forwarded to the Board from Senate and other non-confidential matters (i.e., items on the open session agenda) under the Board's consideration in the past months.

It is the intent that the Chair, or their designate, will provide such a report twice each year.

Sarah Shortreed, Chair of the Board of Governors, will provide a report to Senate.

Matters sent to the Board from Senate since the previous report on January 6, 2025:

The Board received the following reports, providing advice:
- Advice re: Rescission of MAPP 1.19 – Policy on AIDS
- Advice re: 2025-26 University Operating and Capital Budgets
- Advice re: MAPP 1.1 – Use of University Facilities

The Board received the following reports, for information, from Senate:
- Annual Report of the University Librarian
- Report of the Academic Colleague
- Academic Administrative Appointments
- Annual Report of the Office of Academic Quality and Enhancement
- Subcommittee on Enrolment Planning and Policy (SUEPP) Report
- Vice-Provost's Annual Report on Faculty Recruitment and Retention
- Report of the Subcommittee on Teaching Awards (SUTA): Recipients of Western's Excellence in Teaching Awards for 2024-25
- Honorary Degree Recipients – Spring 2025

ITEM 4.0 Report of the Provost

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Florentine Strzelczyk, Provost & Vice-President (Academic) will provide a verbal report.

ATTACHMENTS:

ITEM 5.0 Report of the Vice-President (Research)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

Penny Pexman, Vice-President (Research), will provide a verbal report.

ATTACHMENTS:

Report of the Vice-President (Research) for June 6, 2025

REPORT OF THE VICE-PRESIDENT (RESEARCH)

To: Senators
From: Penny Pexman, Vice-President (Research)
Date: May 30, 2025
Re: Report of the Vice-President (Research) for **June 6, 2025**

Dear Senators,

Please find below a brief overview of my update to Senate on June 6, 2025.

External Ethics Review

As previously discussed, I initiated an external review of Western's human research ethics boards, their processes and administrative supports this spring. We recently received the final report and continue to work through recommendations and possible paths forward. We will share the full report with the research community before summer begins in earnest. For now, I share the six top-level themes and recommendations:

1. **Board and Office Structure**: Review board composition to enhance consistency and quality of reviews, including by providing clearer criteria for selection, duties and responsibilities of chairs, vice-chairs and members.

2. **Recommendation Letters**: Adopt a tiered system to prioritize feedback and distinguish between critical ethical issues and minor edits.

3. **Synchronous Communication**: Promote pre-submission consultations and increase real-time interactions with ethics officers to clarify feedback, especially for complex protocols.

4. **Specialization and Pre-Review**: Increase methodological expertise, particularly for qualitative and Indigenous research.

5. **Proportionality in Review**: Streamline reviews for low-risk and multi-jurisdictional studies by adopting proportional review models and expedited reviews.

6. **Resources and Training**: Improve access to clear, centralized guidance and offer targeted training for researchers and REB members.

ITEM 7.1 – Membership – Senate Committee on Academic Policy (Policy)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Workload: Meets monthly on Mondays at 9:30 a.m.

Composition: Twelve (12) members elected by Senate: Nine (9) faculty members, at least three (3) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. At least four faculty members must have membership in the School of Graduate and Postdoctoral Studies. Three (3) students: one graduate and two undergraduate.

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Brooklin Begg	UNDG		June 30, 2026	UNDG
Aliya Jokhu	UNDG		June 30, 2026	UNDG
Taylor Tomko	GRAD	Arts and Humanities	June 30, 2026	GRAD
Faculty Members:				
TBD	Faculty Member		June 30, 2027	Vacancy
Mark Cleveland	Faculty Member	Social Science	June 30, 2027	SS rep.
Xianbin Wang	Faculty Member	Engineering	June 30, 2027	Eng rep. Senator in 2025-26
Anita Woods	Faculty Member	Schulich	June 30, 2027	Schulich rep.
Nicole Campbell	Faculty Member	Schulich	June 30, 2026	Schulich rep. Senator in 2025-26
Michael Fox	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Andrew Johnson	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Ken Yeung	Faculty Member	Science	June 30, 2026	Sci rep. Senator in 2025-26
Laura Graham	Faculty Member	Health Sciences	June 30, 2026	HS rep. Senator in 2025-26

Membership Summary:
Faculty Members:
- **Required:** Nine (9) faculty members. Eight (8) filled. One (1) position vacant.
- **Faculty Representation**: Representatives may be from: AH (1), Ivey (2), Edu (2), Eng (1), FIMS (2), Law (2), Music (2), Sci (1), SS (1).

- **Senate Membership Compliance**: Three (3) members are Senators.
  - **SGPS Membership Compliance**: At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: One (1) faculty member, term from July 1, 2025 to June 30, 2027

Faculty Representation: Representatives may be from: AH (1), Ivey (2), Edu (2), Eng (1), FIMS (2), Law (2), Music (2), Sci (1), SS (1).

Nominees: John Mitchell (SS)   (Faculty)   Term to June 30, 2027

ITEM 7.2 – Membership – Senate Committee on Academic Curriculum and Awards (ACA)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Workload: ACA meets monthly on Tuesdays at 9:30 p.m.

Composition: Thirteen members elected by Senate:
• Eleven (11) faculty members, at least seven (7) of whom are members of Senate. No more than two (2) faculty members may be from the same Faculty, School, or Affiliated University College. No more than one faculty member may be a Dean. At least four (4) faculty members must have membership in the School of Graduate and Postdoctoral Studies.
• Two (2) students: one (1) graduate and one (1) undergraduate.

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Students:				
Alexandra Agyapong	UNDG		June 30, 2026	UNDG
Yutong Gao	GRAD		June 30, 2026	GRAD
Faculty Members:				
TBD	Faculty Member		June 30, 2027	Vacancy, Senator
TBD	Faculty Member		June 30, 2027	Vacancy, Senator
Adam Ali	Faculty Member	Health Sciences	June 30, 2027	HS rep. (Senator in 2025-26)
Greg Beckett	Faculty Member	Social Science	June 30, 2027	SS rep. (Senator in 2025-26)
Rob Gros	Faculty Member	Schulich	June 30, 2027	Schulich rep. (Senator in 2025-26)
Sophie Roland	Faculty Member	Music	June 30, 2027	Music rep. (Senator in 2025-26)
Andrew Johnson	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Kelly Olson	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Anton Puvirajah	Faculty Member	Education	June 30, 2026	Edu rep.
Gal Raz	Faculty Member	Ivey	June 30, 2026	Ivey rep.

James Voogt	Faculty Member	Social Science	June 30, 2026	SS rep.

Membership Summary:
Faculty Members:
- **Required**: 11 faculty members. Nine (9) filled. Two (2) positions vacant.
- **Faculty Representation**: Representatives may be from: AH (1), Ivey (1), Edu (1), Eng (2), FIMS (2), Law (2), Schulich (1), Music (1), Sci (2).
- **SGPS Membership Compliance**: At least four (4) faculty members have membership in the School of Graduate and Postdoctoral Studies.

Required: One (1) Senator faculty member, term from July 1, 2025 to June 30, 2027
One (1) Senator faculty member, term from July 1, 2025 to June 30, 2026

Faculty Representation: Representatives may be from: AH (1), Ivey (1), Edu (1), Eng (2), FIMS (2), Law (2), Schulich (1), Music (1), Sci (2).

Nominees:
Rithwik Ramachandran
(Schulich)   (Faculty, Senator)   Term to June 30, 2027

TBD   (Faculty, Senator)   Term to June 30, 2026

ITEM 7.3 – Membership – Senate Review Board Academic (SRBA)

ACTION: ☒ ACTION   ☐ INFORMATION   ☐ DISCUSSION

Workload: Individual SRBA appeal meetings and hearings are arranged by the University Secretariat as required.

Composition: A Chair and 37 voting members, elected by Senate: Twenty members of faculty. No more than two faculty members may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). Seventeen students: 10 undergraduates and seven graduates. No more than two undergraduate students and no more than one graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies).

2025-2026 Senate-Elected Members:

Name	Constituency	Faculty/School/ Affiliated College	Term Ending	Compliance with Terms of Reference
Lina Dagnino	Faculty Member	Schulich	June 30, 2026	Chair of SRBA
Undergraduates:				
Yousif Al-Ani	UNDG	Health Sciences	June 30, 2026	HS rep.
Asad Awawdeh	UNDG	Social Science	June 30, 2026	SS rep.
Ayesha Hassan	UNDG	Science	June 30, 2026	Sci rep.
Helen Li	UNDG	Social Science	June 30, 2026	SS rep.
Braedan Lovie	UNDG	King's	June 30, 2025	King's rep.
Jacob Madeira	UNDG	Schulich	June 30, 2026	Schulich rep.
Cristina Masciantonio	UNDG	Huron	June 30, 2026	Huron rep.
Zahra Nadeem	UNDG	Health Sciences	June 30, 2026	HS rep.
Sara Sharma	UNDG	Science	June 30, 2026	Sci rep.
Shiven Sharma	UNDG	Engineering	June 30, 2026	Eng rep.
Graduates:				
TBD	GRAD		June 30, 2026	Vacancy
TBD	GRAD		June 30, 2026	Vacancy
Jana Bataineh	GRAD	Health Sciences	June 30, 2026	HS rep.
Dana Broberg	GRAD	Schulich	June 30, 2026	Schulich rep.
Basma Nasman	GRAD	Education	June 30, 2026	Edu rep.
Pilar Rodriguez Mata	GRAD	Arts and Humanities	June 30, 2026	AH rep.
Manuel Spiller	GRAD	Social Science	June 30, 2026	SS rep.
Faculty:				
TBD	Faculty Member		June 30, 2027	Vacancy
TBD	Faculty		June 30, 2027	Vacancy

	Member			
Miriam Capretz	Faculty Member	Engineering	June 30, 2027	Eng rep.
Randal Graham	Faculty Member	Law	June 30, 2027	Law rep.
Kathy Hibbert	Faculty Member	Education	June 30, 2027	Edu rep.
Stephen Renaud	Faculty Member	Schulich	June 30, 2027	Schulich rep.
Nikki Rotas	Faculty Member	Education	June 30, 2027	Edu rep.
Robert Stainton	Faculty Member	Arts and Humanities	June 30, 2027	AH rep.
John Wilson	Faculty Member	Ivey	June 30, 2027	Ivey rep.
Torin Chiles	Faculty Member	Music	June 30, 2026	Music rep.
Blaine Chronik	Faculty Member	Science	June 30, 2026	Sci rep.
Caroline Dick	Faculty Member	Social Science	June 30, 2026	SS rep.
Mike Domaratzki	Faculty Member	Science	June 30, 2026	Sci rep.
Alison Hearn	Faculty Member	FIMS	June 30, 2026	FIMS rep.
Jose Herrera	Faculty Member	Engineering	June 30, 2026	Eng rep.
Heather Kirk	Faculty Member	Arts and Humanities	June 30, 2026	AH rep.
Ken Kirkwood	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Charys Martin	Faculty Member	Schulich	June 30, 2026	Schulich rep.
Lynn Shaw	Faculty Member	Health Sciences	June 30, 2026	HS rep.
Ruth Ann Strickland	Faculty Member	Social Science	June 30, 2026	SS rep.

Membership Summary:
Student Members:
- **Required**: Seven (7) graduate students. Two (2) positions vacant.
  Representation: No more than one graduate student may be from the same Faculty, School, or Affiliated University College (excluding the School of Graduate and Postdoctoral Studies). **Representatives may be from:** Ivey (1), Eng (1), FIMS (1), Law (1), Music (1), Sci (1), King's (1), Huron (1).

Faculty Members:
- **Required:** 20 faculty members. 18 filled. Two (2) positions vacant.

- **Faculty Representation:** No more than two faculty members per Faculty/School/Affiliated College.
- **Representatives may be from:** Ivey (1), FIMS (1), Law (1), Music (1), King's (2), Huron (2)

Required: Two (2) graduate students, term from July 1, 2025, to June 30, 2026

Representatives may be from: Ivey (1), Eng (1), FIMS (1), Law (1), Music (1), Sci (1), King's (1), Huron (1).

Nominees:			
	TBD	(Student, GRAD)	Term to June 30, 2026
	TBD	(Student, GRAD)	Term to June 30, 2026

Required: Two (2) faculty members, term from July 1, 2025 to June 30, 2027

- **Representatives may be from:** Ivey (1), FIMS (1), Law (1), Music (1), King's (2), Huron (2).

Nominees:			
	TBD	(Faculty)	Term to June 30, 2027
	TBD	(Faculty)	Term to June 30, 2027

ITEM 9.1 – Faculty of Arts and Humanities, Department of Visual Arts: Introduction of a Major in Art History and Museum and Curatorial Studies and Withdrawal of the Major in Art History and the Major in Museum and Curatorial Studies

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, a Major in Art History in Museum and Curatorial Studies be introduced by the Department of Visual Arts in the Faculty of Arts and Humanities as shown in Item 9.1; and

That effective September 1, 2025, admission to the Major in Art History and the Major in Museum and Curatorial Studies, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be discontinued; and

That students currently enrolled in the Major in Art History and Major in Museum and Curatorial Studies be permitted to graduate upon fulfillment of the module requirements by August 31, 2029; and

That the Major in Art History and Major in Museum and Curatorial Studies be withdrawn effective September 1, 2029.

EXECUTIVE SUMMARY:

The Department of Visual Arts is proposing to combine two existing modules – the Major in Art History and the Major in Museum and Curatorial Studies. The new combined and revised module will be called the Major in Art History and Museum and Curatorial Studies.

The rationale for this modification is that most students in the Major in Museum and Curatorial Studies are currently unable to complete their modular requirements without requesting several special permissions because the Department is unable to offer the required courses on a regular basis. Combining the Major in Museum and Curatorial Studies with the Major in Art History gives students greater flexibility and will create one cohesive module with more robust enrollment numbers.

ATTACHMENT(S):

New Calendar Copy – Major in Art History and Museum and Curatorial Studies

Revised Calendar Copy – Major in Art History

Revised Calendar Copy – Major in Museum and Curatorial Studies

Extracted from the New Undergraduate Module/Certificate Proposal – Major in Art History and Museum and Curatorial Studies

<u>NEW CALENDAR COPY</u>

MAJOR IN ART HISTORY AND MUSEUM AND CURATORIAL STUDIES

Admission Requirements

Completion of first year requirements including 1.0 course from Art History 1640 or two of Art History 1641A/B, Art History 1642A/B, Art History 1644A/B, Art History 1646A/B or Art History 1648A/B, with a minimum grade of 60% in each course.

Module
6.0 courses:

1.5 courses in Art History at the 2600-level or above.
0.5 course: Museum and Curatorial Studies 2620A/B.
1.5 additional courses in Museum and Curatorial Studies at the 2600-level or above.
0.5 course from: Studio Art 2500A/B, Studio Art 2502A/B, Studio Art 2504Y, Studio Art 2508A/B, Studio Art 2510A/B, Studio Art 2560A/B.
1.0 course in Art History or Museum and Curatorial Studies at the 3600-level or above.
1.0 course in Art History or Museum and Curatorial Studies at the 4600-level.

Notes:
- Students who complete Studio Art 1601 may substitute 0.5 Studio Art 2600-level courses in lieu of 0.5 Studio Art 2500-level courses.
- A maximum of 1.0 Art History course at the 2600 or 3600 levels may be substituted with 1.0 course from Indigenous Studies 2501F/G, Indigenous Studies 2682F/G, Classical Studies 3530E, Classical Studies 3550E, Classical Studies 3555E, Classical Studies 3890F/G.
- Students intending to apply to graduate programs in Arts and Humanities disciplines are encouraged to study a second language.
- This Major may not be combined with any Honours Specializations in the Department of Visual Arts.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20945

MAJOR IN ART HISTORY – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfilment of the program requirements by August 31, 2029.

The module requirements remain unchanged.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=20947

MAJOR IN MUSEUM AND CURATORIAL STUDIES – ADMISSION DISCONTINUED

Admission to this module is discontinued, effective September 1, 2025. Students currently enrolled in the module will be permitted to graduate upon fulfilment of the program requirements by August 31, 2029.

The module requirements remain unchanged.

**_Extracted from the_ New Undergraduate Module/Certificate Proposal –
Major in Art History and Museum and Curatorial Studies**

The Department of Visual Arts is proposing to combine two existing modules – the Major in Art History and the Major in Museum and Curatorial Studies. The new combined and revised module will be called the Major in Art History and Museum and Curatorial Studies.

The rationale for this modification is that most students in the Major in Museum and Curatorial Studies are currently unable to complete their modular requirements without requesting several special permissions because the Department is unable to offer the required courses on a regular basis. Combining the Major in Museum and Curatorial Studies with the Major in Art History gives students greater flexibility and will create one cohesive module with more robust enrollment numbers.

There are currently 11 students enrolled in the Major in Art History and 13 students enrolled in the Major in Museum and Curatorial Studies. Students currently enrolled in the Major in Art History and Major in Museum and Curatorial Studies may switch to the new module or graduate in their current module upon fulfilment of modular requirements by August 31, 2028.

This modification will better support students to achieve their academic potential, and it will still offer the same opportunities for personalized learning experiences, experiential learning, and community connections.

The Department currently has an Honours Specialization in Art History and Museum and Curatorial Studies, along with an Honours Specialization in Studio Art, and an Honours Specialization in Art History and Studio Art. The Department currently has three separate Majors: a Major in Art History, a Major in Art History and Studio Art, and a Major in Museum and Curatorial Studies. Integrating the Art History and Museum and Curatorial Studies Majors would help streamline the Department's offerings at the level of the Major modules and would align the Honours Specialization and Major modules. The Department has four modules at the Minor level: Art History, Museum and Curatorial Studies, Studio Art, and Social and Environmental Justice in the Visual Arts.

The Department's Art History program focuses on global networks of cultural exchange and is committed to interdisciplinary approaches informed by critical theory. This field of study develops cross-cultural understanding and a global perspective. The Museum and Curatorial Studies program trains students for careers in the cultural sector with equal emphasis placed on "front of house" (curation) and "behind the scenes" (collections management, arts administration). The Department's courses combine experiential learning (including through field trips to museums, galleries, and heritage sites), practical experience such as internships, and skill building, with seminars and lectures dedicated to understanding art in its social and historical context and to understanding museums as complex social and cultural institutions.

The new combined Major in Art History and Museum and Curatorial Studies will prepare students for graduate programs in Art History, Museum Studies, Conservation, and Critical Heritage Studies, as well as for a variety of careers in the arts and culture sectors. Graduates from the existing Art History and Museum and Curatorial Studies modules have gone on to work at major museums and galleries

(including the Art Gallery of Ontario, the Royal Ontario Museum, and the National Gallery of Canada), in universities (such as the University of Toronto, Queen's, and Carleton), and in other cultural institutions.

Objectives

This module trains students in the fields of art history and museum and curatorial studies through hands-on experience researching, analyzing, and curating art and material culture. The Museum and Curatorial Studies program includes courses such as "Digital Tools for Art Professionals," which supports students in developing the practical skills needed to work in the arts and cultural field.

Learning Outcomes

The learning outcomes capture how students in the Major in Art History and Museum and Curatorial Studies will develop their abilities to discuss, formulate, demonstrate, create, and analyze cultural and artistic production through the historical study of art and museums as institutions that create meaning through archiving and exhibiting visual art and cultural production.

1. Depth and Breadth of Knowledge

    a) Developed ability to discuss and recognize key critical, conceptual, and theoretical frameworks employed in the study and analysis of art history, museums, and visual culture.
    b) Developed ability to formulate relationships between art and cultural objects and the contexts of their production, presentation, reception, and circulation.
    c) Developed appraisal of current issues and research practices in the fields of art history, museums, and visual culture.
    d) Developed demonstration of reading, research, and writing.

2. Knowledge of Methodologies

    a) Developed knowledge of the research methods of art history, museums, and visual culture,
    b) Developed ability to analyze art and cultural production from different periods, diverse geographic areas, and within various interpretive structures.
    c) Ability to conduct research using the library catalogue, databases, and other sources.

3. Application of Knowledge

    a) Ability to articulate an argument in writing, support the argument using appropriate evidence, and address counter-arguments.
    b) Ability to apply theories and methods from the classroom in real world contexts, including museums and galleries.
    c) Research, design, construct, and curate exhibitions using appropriate and current EDID concerns and accessibility protocols.
    d) Employ current archiving methodologies and programs to accurately maintain artistic or cultural object collections.

4. Communication Skills

    a) Ability to communicate ideas orally and in writing.
    b) Ability to use terminology specific to the fields of art history, museums, and visual culture.
    c) Ability to express ideas in a variety of forms.
    d) Developed level of visual literacy and ability to participate productively in group discussions.

5. Awareness of Limits of Knowledge

    a) Awareness of limits and opportunities in relation to existing knowledge and one's own expertise within the fields of art history, museums, and visual culture.
    b) Recognition of changes in socio-political, technological, cultural conditions that shift disciplinary knowledge and mechanisms of interpretation and analysis within art history, museums, and visual culture.

6. Autonomy and Professional Capacity

    a) Ability to apply the principles of academic integrity.
    b) Demonstrate a positive work ethic.
    c) Employ active and socially responsible participation in scholarly and artistic communities by responding with consideration to the work of peers during discussion and peer review.
    d) Contribute to the organization of events such as conferences, symposia, and exhibitions.
    e) Recognize the range of opportunities for art history and museum and curatorial studies researchers within and beyond the academic setting and a developed awareness of how to access these opportunities.

ITEM 9.2 – School of Graduate and Postdoctoral Studies: Introduction of a Graduate Diploma (GDip) in Management

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, and conditional on approval by the Quality Council, Senate approve that effective September 1, 2025, a Graduate Diploma (GDip) in Management be introduced by the School of Graduate and Postdoctoral Studies as shown in Item 9.2.

EXECUTIVE SUMMARY:

The Ivey Business School is proposing the introduction of a Graduate Diploma (GDip) in Management.

This program was originally reviewed and approved through Western's Institutional Quality Assurance Process (IQAP) in 2018-19; however, it did not launch within the required 36-month window, primarily due to delays caused by the COVID-19 pandemic. As a result, the Quality Council approval has lapsed.

In preparing to move the program forward again, the Ivey Business School has made some modest updates to the original proposal. Given both the lapsed approval and the nature of the changes, the revised proposal is being channeled through Western's internal approval process before being resubmitted to the Quality Council.

The original proposal may be found in the December 2018 Senate agenda.

ATTACHMENT(S):

Extracted from the New Program Proposal – Graduate Diploma (GDip) in Management

**Extracted from the New Program Proposal –
Graduate Diploma (GDip) in Management**

Overview of the Program

The concept of a Graduate Diploma (GDip) in Management has been under consideration since 2018 within the Ivey Business School. In 2018, the program was formally proposed and approved for launch as a Type 3 GDip effective September 1, 2019, with a focus on a launch in Asia. At the time, Ivey's Hong Kong's campus was seen as the primary implementation site as an upgrading path for an Executive Education program (known as the Consortium program).

The GDip was seen as the first formal academic credential in business studies and was approved as an advanced entry component to the Executive MBA program. The pandemic, and changing conditions in China, resulted in delays in launching this program. In the meantime, trends in business education have increased the attractiveness of lifelong learning pathways for graduate degrees. Currently, a traditional entry credential is an undergraduate degree in business studies. The Ivey Business School views this GDip as an alternative entry point to the management graduate degrees, when accompanied by appropriate work and life experience. Therefore, a moderate modification to the original (and previously approved) GDip would result in a credential that can serve the following purposes:

1. As a standalone credential introducing recent graduates, emerging leaders, and others without existing business backgrounds, to the fundamental concepts and tools of business and leadership within business.

2. As an entry level credential to qualify for Ivey's Accelerated MBA or advanced standing for admission into Ivey's Master of Science (MSc) in Management or Master of Management (MM) degrees.

3. To provide a means of offering students unable to complete their Ivey graduate degree due to financial or other life circumstances with a potential for a credential based on their first term(s) of study.

Evidence to Support the Introduction of the Program

The primary market for the GDip in Management is candidates with non-business degrees who are seeking a complimentary business credential to add to their degree(s).

The global demand for Ivey's programs has been robust regardless of broad economic outlook, the pandemic, or the actions of its competitors. The Ivey brand, its strong enrollments, and its accessibility to a wide range of candidates, both at the undergraduate and graduate level, allows Ivey to plan and consistently deliver superior curricular and co-curricular student experiences.

Despite Ivey's success in the conventional degree program space, it is recognized that trends in learning continue to evolve in response to new technology, non-university

competitors, and the desire from the learner for more flexibility in the learning journey. Analysis of the marketplace, including interviews and focus groups with industry, alumni, and students, indicates that stackable degrees would be a valuable addition to Ivey's program portfolio. The GDip in Management will form the keystone block for this future at the graduate level for Ivey and serve as a foundational credential in business fundamentals and leadership. Although it will be a standalone diploma, it can also lead to advanced standing for additional study in general management (e.g., Accelerated MBA) or a more specialized field (e.g., Master of Science in Management (MScM)).

Program Design Components

Expected Duration: Four Months

The GDip in Management program is a highly interactive, case-based program consisting of six business courses in topics of accounting, marketing, leadership, finance, operations, and strategy designed to give a foundational understanding in the principal concepts of business management. Milestone programming allows a nimble approach to exploring critical issues topics and the capstone course creates the learning environment for integrating all of the learned concepts to solve business challenges and address business opportunities. A summary of the course and milestone requirements is presented below.

Courses (2.0 Total Credits)

REQUIRED COURSES (2.0 Credits)			Each course must be completed by all students	
Subject	Course #	Length (in terms)	Course Title	Course Weight
BUS	9081	1	Ivey Essentials - Accounting	0.25
BUS	9082	1	Ivey Essentials - Marketing	0.25
BUS	9083	1	Ivey Essentials - Strategy	0.25
BUS	9084	1	Ivey Essentials - Finance	0.25
BUS	9085	1	Ivey Essentials Leadership	0.25
BUS	9086	1	Ivey Essentials Operations	0.25
BUS	9584	1	Managing Disruption Strategically Capstone course	0.5

Milestones (3)

MILESTONES	Each milestone must be completed by all students
Career Management Essentials	
Special Topics in Critical Issues	
Academic Integrity	

The Leadership course covers leadership skills and behaviors; defining the leadership role; aligning organizational strategy and structure; developing organizational, team and

individual capabilities; managing high performance teams; leading through influence and persuasion; taking charge of your leadership career; leading change and overcoming resistance to change; adapting organizational design to make change more likely to succeed; crafting effective change strategies based on relevant external information; making smart "people" decisions to keep the pipeline of change-agents filled; addressing the unexpected realities of executing change when plans do not easily translate into outcomes; creating a culture of change where transformation is a natural state of affairs rather than a one-off situation.

The Marketing course covers strategic overview of marketing concepts; providing practical tools to analyze market opportunities and threats; assessing internal capabilities, manage tough choices and developing plans that create customer value and gain marketplace advantage; examining the creation of value and innovation by the marketing function within the organization; introducing and critically evaluating marketplace trends; examining marketing in a global context, looking at best practices in geographies and industries.

The Accounting course covers understanding, interpreting, and using accounting information, which is critical for making strategic and financial business decisions. The approach is from the perspective of the manager who is required to create effective business policy under conditions of uncertainty. The course will therefore not be focusing on the mechanical transaction analysis elements of the accounting model but rather on the measurement, use and communication of financial information.

The Finance course covers assessing a firm's financial health; assessing key financial issues that managers face in developing and implementing corporate strategy; assessing the priorities of different stakeholders and how they influence the key financial benchmarks and targets used to evaluate performance; investigating what creates shareholder value and the implications for strategic and operating decisions.

The Operations course covers advanced topics in operational management, enhancing skills in process design, capacity management, supply chain, quality control, operations innovation, and operations strategy, and sustainability. Enhancing skills in identifying operational challenges and opportunities and creating solutions that optimize business performance and enable strategic objectives.

The Strategy course covers advanced topics in strategy; developing and furthering the knowledge and understanding of strategy; becoming a more strategic thinker; developing skill and judgment in strategic analysis and action; better understanding an organization's current strategy and strategic context; understanding what our strategy is, how the world is changing and what it means for the corporate strategic direction; Innovation: focusing on understanding the constraints to innovating effectively and how to create a sustainable culture within a business that harnesses the benefits from innovation habits.

The Capstone course covers managing disruption; developing an understanding of and the ability to identify current and future economic, social, technological, and environmental drivers of turbulences; observing the world like anthropologists and becoming comfortable with constant experimentation; learning about best practices in mitigating physical, social/human, and cyber risks; obtaining operational knowledge for integrating different

turbulence coping techniques into action in daily business life; learning how to connect typically unconnected insights to develop and deliver disruptive new business ideas.

Milestones

In addition to the core courses, the GDip will offer students two milestone classes. These in-person and highly interactive offerings will run during periods 1 and 2, engaging Ivey community of scholars, alumni in industry, and staff subject matter experts.

1. **Milestone - Special Topics in Critical Issues.** This pass/fail milestone is intended to enhance student knowledge in how businesses and other institutions work at the intersection of organizational management, shareholder, and broader community stakeholder needs. Topics to be introduced as an interactive workshop series include digital transformation in the world of work, sustainability and social enterprise, and inequality diversity and inclusion in business.

2. **Milestone - Career Management Essentials.** The focus of this milestone is to provide GDip students with the knowledge and tools to identify their core interests, create personal value propositions for their entrance into the world of work and to teach them the communications and networking skills needed to do so.

Program Objectives

The GDip is designed in response to the current educational needs in a rapidly changing business landscape and will provide students with the academic knowledge and skills they need to succeed and lead.

Specific program objectives are:

- To offer a valuable academic credential while creating a pathway for students to advance into a master's degree program, strengthening their connection to Ivey's broader academic offerings.
- To further differentiate Ivey from its competition by offering academic credentials that not only serve as valuable standalone qualifications but also provide a clear and intentional pathway toward earning a master's degree to offer a modular academic option, allowing for a more flexible and needs based academic experience.
- To address a gap in continuous academic development created by today's transforming graduate education landscape.
- To help leaders to continue their academic learning in cases where the time or location demands for a full graduate degree program (e.g., AMBA, EMBA, MSc) are not possible.

Program Learning Outcomes

- Develop a comprehensive understanding of key business concepts such as finance, marketing, operations, strategy and leadership and how to integrate these concepts into a working framework of business management.

- Engage with advanced topics and current issues in business management to create the capacity for using business research to drive insights on business scenarios encountered in the future. Develop capability to analyze and apply business research.
- Apply business theories and practices to real-world scenarios involving strategic decision making, environmental screening, financial analysis, and operational challenges.
- Graduates will have cultivated leadership skills and professional business behaviors necessary for managing high-performance organizations and driving change.
- Graduates will demonstrate high levels of clarity and effectiveness in business communication, showcasing the ability to convey ideas succinctly and persuasively in various professional contexts.
- Graduates will develop an understanding of the limitations of the available information and inherent complexities of real-world scenarios involved in making informed business decisions.
- Graduates will demonstrate academic and research knowledge by applying contemporary business theories, methodologies, and evidence-based decision-making to solve complex organizational challenges.

Timeline

The GDip in Management is delivered as a full-time program over the course of a single academic term of 4 months. Courses are delivered within three distinct periods.

Period	Courses	Milestones
Period 1 - 6 weeks 5 weeks – course delivery 1 week for final assessments and exams	9081 Ivey Essentials - Accounting 9082 Ivey Essentials - Marketing 9085 Ivey Essentials Leadership	Academic Integrity Career Management Essentials Special Topics in Critical Issues
Period 2 - 6 weeks 5 weeks – course delivery 1 week for final assessments and exams	9084 Ivey Essentials – Finance 9083 Ivey Essentials – Strategy 9086 Ivey Essentials – Operations	Career Management Essentials Special Topics in Critical Issues
Period 3 – 2 weeks	9584 Managing Disruption Strategically Capstone course	

The initial delivery mode from the program will be in-person at the London campus.

Progression requirements

GDip students must maintain a 70% overall average in the program and a minimum of 60% in any individual course. Attendance in all courses and milestones are monitored and the ability to earn any course credit or milestone requires that minimum attendance expectations of the instructor and program be met.

Students will be evaluated on a course-by-course basis, with faculty team meetings at the end of periods 1 and 2 to evaluate any student situations that may require intervention for additional support.

This program is delivered as a full-time four-month program. Students that are unable to complete all program elements due to circumstances beyond their control will be able to complete the program as part of the following cohort.

Admission Requirements

Applicants must possess a four-year degree from a recognized university or equivalent. The School of Graduate and Postdoctoral Studies requires at least a 70% average across courses taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on substantial managerial experience gained within the applicants' fields or professions.

English Language Proficiency

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet-based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centers in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official

results sent directly to the School of Graduate and Postdoctoral Studies by the testing agency. Those graduates from Level 5 of the Fanshawe College ESL Program must provide official proof of graduation.

Exemptions

Other formal evidence of graduate level proficiency in English may be considered in lieu of these test scores, including degrees from institutions that use English as the language of instruction, or a minimum 3 years of management experience in an English-speaking environment combined with an entry interview by the Academic Director. Students must contact the graduate program in order to determine if test scores will not be required. A decision will then be made at the discretion of the School of Graduate and Postdoctoral Studies for exemption.

ITEM 10.1 – Introduction of the new MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University

ACTION: ⊠ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That, on the recommendation of the Senate Committee on University Planning (SCUP), Senate provide advice to the Board of Governors, through the President and Vice-Chancellor, recommending the approval of the new MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University.

EXECUTIVE SUMMARY:

At its April 25, 2025 meeting, Senate received a report and presentation from Christy Bressette, Vice-Provost & Vice-President (Indigenous Initiatives) on the newly drafted MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University.

The report was presented for information and feedback. There were no proposed changes to the policy.

There has since been a request that Senate be provided the opportunity to present its advice to Board, under the authority of Section 30(f) of the *UWO Act*:

> The Senate may ... pass resolutions and make recommendations to the Board with respect to any matter connected with the administration of the University and the promotion of its affairs but this clause shall not be construed to subtract from the powers and duties conferred on the Board elsewhere in [the] Act.

In consideration of this request, Senate is asked to vote on the recommendation, as provided.

ATTACHMENT(S):

MAPP Policy - Affirming Declarations of Indigenous Citizenship or Membership at Western University

Procedure for MAPP Policy - Affirming Declarations of Indigenous Citizenship or Membership at Western University

POLICY 1.XX - Affirming Declarations of Indigenous Citizenship or Membership at Western University

Policy Category:	General
Subject:	Affirming Declarations of Indigenous Citizenship or Membership at Western University
Subsections:	
Approving Authority:	Board of Governors
Responsible Officer:	Provost & Vice-President (Academic) Vice-Provost & Associate Vice-President (Indigenous Initiatives)
Responsible Office:	Office of the Provost & Vice President (Academic) Office of Indigenous Initiatives
Related Procedures:	Procedure for Policy 1.XX Affirming Declarations of Indigenous Citizenship or Membership at Western University
Related University Policies:	Employment Equity Policy Undergraduate Degree Admissions Policy Appointment Procedures for Senior Academic and Administrative Officers of the University General Policy on Scholarships, Awards, Prizes
Effective Date:	DATE, 2025
Supersedes:	(New)

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I.   PURPOSE AND SCOPE

1.   The purposes of this Policy are to demonstrate the University's respect for Indigenous communities and for Indigenous members of the University community by safeguarding against Indigenous ethnic fraud and ensuring that declarations of Indigenous citizenship or membership by members or prospective members of the University community are affirmed in accordance with this Policy and related Procedure. It is also to recognize the intangible benefits, including

influence, authority and perspective, which are not measurable or physical, but which provide advantages reserved for Indigenous peoples.

2.   A key focus of the Policy and Procedure is to create an affirmation process that is informed and led by the local Indigenous communities and Indigenous faculty members, instructors, staff, librarians and archivists at the University.

3.   This Policy applies to anyone who makes a declaration of Indigenous citizenship or membership that results in a material advantage at Western *e.g.* for admission, scholarships, bursaries, awards, recruiting/hiring, service opportunities, campus roles or any other opportunities or initiatives that are explicitly designated for Indigenous Peoples or where those with Indigenous citizenship or membership are given preference. This Policy also applies to faculty members, instructors, Graduate Teaching Assistants and post-doctoral scholars in non-Indigenous designated roles who hold a position of authority over, teach or supervise students or post-doctoral scholars and who declare Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

4.   The Policy applies to prospective or current faculty, instructors, Graduate Teaching Assistants, staff, librarians, archivists, students, post-doctoral scholars, Indigenous Elders and Indigenous Knowledge Keepers.

5.   This Policy contributes to a safe, inclusive, and diverse culture at the University and builds on the foundations established by *Truth and Reconciliation Commission of Canada: Calls to Action*, *The United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), *Towards Western at 150: Western University Strategic Plan* and Western's *Indigenous Strategic Plan*.

II.   DEFINITIONS

Affirmation means a formal process of verification and acceptance of Indigenous citizenship or membership within a relational accountability framework informed by respect, relevance, reciprocity, responsibility[1], and relationality and refusal whereby claimants to Indigenous citizenship or membership are accountable to those communities who claim them.

A "declaration" of Indigenous citizenship or membership includes any written expression (*e.g.* resume/CV, application, identity documents, signature lines, website content, personal or academic narratives) or verbal expression (*e.g.* during an interview, pronouncements by a faculty member in lectures, public addresses or interviews) of Indigenous citizenship or membership in an Indigenous Nation, Indigenous ancestry or connection to Indigenous communities.

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[1] Kirkness & Barnhardt, 2001. First Nations and Higher Education: The Four R's – Respect, Relevance, Reciprocity, Responsibility. In Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations. R. Hayoe, and J. Pan. Hong Kong, eds., Comparative Education Research Centre, The University of Hong King.

Indigenous is the term used for the purposes of this Policy in place of "Aboriginal" to refer to Peoples of First Nations, Métis, and/or Inuit ancestry, as per the *Canadian Constitution Act of 1982*. The term Indigenous also includes global Indigenous peoples, as defined in the UNDRIP.

Indigenous Affirmation Advisory Committee (IAAC) means the committee described in this Policy and its related Procedure that is comprised of representatives from the local Indigenous communities, Indigenous faculty members, and/or Indigenous staff from the University, that is convened by the Office of Indigenous Initiatives (OII) at the University to affirm declarations of Indigenous citizenship or membership by self-identifying individuals in accordance with this Policy and its related Procedure.

Indigenous ethnic fraud refers to intentional false declarations of Indigenous citizenship or membership, Indigenous ancestry, and/ or intentional false claims to connections with Indigenous communities and lived experiences by non-Indigenous persons.

Indigenous citizenship or membership refers to the status of being entitled to participate in the government and political life of an Indigenous Nation. Indigenous citizenship and membership codes may vary by community or Nation.[2]

Material advantage refers to any relational, professional, financial or tangible benefit including, but not limited to, any positions, service opportunities, campus roles, resources, scholarships, or grant funding specifically offered or designated for Indigenous Peoples at the University or where those with Indigenous citizenship or membership are given preference.

Relational positionality refers to how individuals situate their claim to Indigenous membership or citizenship in relation to intersecting social locations and complex power dynamics.

III.   POLICY

1.   This Policy applies to all declarations of Indigenous citizenship or membership that result in a material advantage at Western including declarations that are made within admission, selection, scholarship, hiring / recruitment or any other opportunities or initiatives that are explicitly designated for Indigenous Peoples or where those with Indigenous citizenship or membership are given preference. Such declarations must be affirmed by the IAAC in accordance with the ***Procedure for Policy 1.XX Affirmation Declarations of Indigenous Citizenship or Membership***. This Policy and related Procedure also apply to faculty members, instructors, Graduate Teaching Assistants and post-doctoral scholars in non-Indigenous designated roles who hold a position of authority

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[2] Adapted from the *Tri-Agency Policy on Indigenous Citizenship and Membership Affirmation* and the associated *Directive* published September 3, 2024.

over, teach or supervise students or post-doctoral scholars and who declare Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

2.   If this Policy applies, only individuals whose declarations of Indigenous citizenship or membership have been affirmed according to this Policy and Procedure will be eligible to move forward in the selection, admission, hiring, award or other applicable process or will be permitted to hold themselves out in the classroom or other learning environment as having Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

3.   This Policy focuses on affirming claims to Indigenous citizenship or membership based on the principles of citizenship and membership recognized by the local Indigenous communities: the Chippewas of the Thames First Nation, Oneida of the Thames First Nation, and Munsee-Delaware Nation. These principles include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation. Ultimately, it is the Indigenous community who must claim the individual, versus an individual's claim to an Indigenous community. This relational approach respects the relevant and enduring ways of knowing and understanding each other within Indigenous communities, which further contributes to a sense of belonging within community spaces and connections.[3]

4.   As such, this Policy places significant value on the process of *relational positionality* wherein cultural safety is afforded within processes that demonstrate lived experiences or speak to the circumstances of disconnection and\or reconnections. In recognizing that colonial structures have been a significant cause of familial and community disconnection, a broad array of approaches to demonstrating Indigenous citizenship or membership have been identified, as outlined in the associated ***Procedure***.

5.   This Policy will apply from its effective date to any new or renewed material advantage and to any new or renewed declaration of Indigenous citizenship or membership, within the meaning of the principles and processes set out in this Policy and associated Procedure, by faculty, instructors, Graduate Teaching Assistants, or post-doctoral scholars who hold a position of authority over, teach or supervise students or post-doctoral scholars.

6.   Due to the evolving social-political nature and interpretation of this work, this Policy will be viewed as a living or dynamic document to be reviewed and

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[3] National Indigenous University Senior Leaders Association (NIUSLA) (2022). Indigenous voices on Indigenous Identity. Available at https://www.fnuniv.ca/wp-content/uploads/Indigenous-Voices-on-Indigenous-Identity_National-Indigenous-Identity-Forum_Report_March-22_June-22-FINAL.pdf; Canada (2024). What We Heard: A report from the Three Federal Research Funding Agencies' Ad Hoc Working Group on Indigenous Citizenship and Membership: https://www.canada.ca/en/research-coordinating-committee/priorities/indigenous-research/2023/report-what-we-heard.html

updated as required and at least every three (3) years[4] with support from the University's Indigenous Postsecondary Education Council (IPEC) and Indigenous members of the University community.

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[4] The University may opt to conduct its initial review of the Policy and Procedure two years following implementation to account for the changing landscape and initial experiences applying the Policy and Procedure.

Appendix 1

Background, Development of this Policy and Procedure, Guiding Principles and Acknowledgements

A.   Background and Development of This Policy and Procedure

1.   Indigenous Peoples are consistently underrepresented among faculty, staff, and student populations in postsecondary education institutions in Canada. This is a result of historical and ongoing colonial oppression which has created access barriers and institutional discrimination.

2.   For the most part, the University has predominantly relied on unverified Indigenous self-identification processes when hiring and\or selecting Indigenous people for designated Indigenous roles, appointments, and initiatives or providing preference to Indigenous applicants/candidates for positions, admission, scholarships or other material advantages. However, due to growing instances of Indigenous ethnic fraud in the sector, additional measures are now required to safeguard University decision-making.

3.   Unfortunately, the occurrence of Indigenous ethnic fraud is not new; it is a long-standing practice.[5] Indigenous students, staff, and faculty at postsecondary education institutions across the country have long been advocating for institutional processes to safeguard against Indigenous ethnic fraud. Recently, there have been several high-profile instances of non-Indigenous individuals falsely claiming Indigenous citizenship and membership to access designated positions and initiatives reserved exclusively for Indigenous individuals. This practice perpetuates colonial violence against Indigenous people within and beyond postsecondary institutions in many ways with negative consequences, including:

- Taking up space or accessing designated Indigenous roles and resources that are exclusively intended for Indigenous people;

- Co-opting of Indigenous voices, and inappropriately using those voices to support personal advancement;[6] and

- Deepening the lack of trust in postsecondary education institutions among Indigenous people.

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[5] Wheeler, W. (November 15, 2021). Indigenous Identity Fraud in the Academy. University of Saskatchewan Faculty Association – Vox. Retrieved from https://usaskfaculty.ca/wp-content/uploads/2021/11/Indigenous-Identity-Fraud-in-the-Academy.pdf?fbclid=IwAR3ER-dYSbfj37TZbX07PupouMiRVoaL9VrkxXdcFXwYBHCl6bW6mBwhRNs

[6] Tall Bear, K. (2021). Playing Indian Constitutes a Structural Form of Colonial Theft, and It Must be Tackled. Unsettle. Retrieved From https://kimtallbear.substack.com/p/playing-indian-constitutes-a-structural?r=dv6ay

4. While safeguarding against Indigenous ethnic fraud is critically important, members of the Indigenous community at the University have signalled that the process of affirming Indigenous citizenship or membership must be permitted to continue to evolve in response to active conversations happening at political and community levels outside the university. Since these issues are complex and contentious, it is important to avoid the creation of affirmation processes that are too narrow and result in harm or negative outcomes for Indigenous people, such as:

    - Unintentionally fostering an unwelcoming or hostile environment for Indigenous individuals who experience diverse realities and expressions of Indigenous citizenship or membership (e.g. individuals who have been disenfranchised or had their connection to Indigenous community threatened or severed due to the impact of colonial violence);

    - Creating a divisive workplace and learning culture for Indigenous people who do not neatly fit into colonial categories/ standards;

    - Triggering and or re-triggering trauma among Indigenous People through the creation of policies/ processes that scrutinize, adjudicate, or determine Indigenous citizenship or membership; and

    - Excluding Indigenous people based on colonial and racial definitions and ideas about Indigeneity that discount those who have been disconnected/ disenfranchised from their ancestral Indigenous communities due to settler-colonization and systematic attempts to erase Indigenous peoples (e.g., Canada's Residential School system, the implementation of the Indian Act, or the 'Sixties Scoop').

5. The University, like many post-secondary education institutions in Canada, therefore, views it as important to move beyond the insufficient practice of relying solely on self-identification/self-declaration as a mechanism to determine Indigenous citizenship or membership.

6. The University commits to supporting local Indigenous communities and Indigenous members of the University community, including supporting work that eliminates instances of Indigenous ethnic fraud, which continue to cause much harm. The University is, therefore, supportive of acting and safeguarding against Indigenous ethnic fraud through the application of an Indigenous-led process to affirm declarations of Indigenous citizenship or membership that go beyond self-identification and incorporate approaches that are inclusive, safe, and supportive of the wide range of diversity experienced by Indigenous peoples.

7. The processes employed to inform the development of this Policy have been extensive and were premised upon the results of a comprehensive environmental scan, a review of existing policy within other post-secondary education institutions, and further refined upon direction received through robust consultation with representatives from the following local committees and units at the University:

- the IPEC – providing direct feedback from local Indigenous communities and organizations;
- the Indigenous Faculty Advisory Council (IFAC);
- Indigenous staff at the University (*i.e.*, Office of Indigenous Initiatives, Indigenous Student Center, Wampum Learning Lodge, and others);
- members of the Executive team of the Indigenous Student Association.
- Western's leaderships comprised of the Provost's and the President's teams
- Western's Campus Council
- Joint Committee of UWOFA and the Office of Faculty Relations
- USC and SOGS Executive
- Senate Committee on University Planning
- Senior Policy and Operations Committee

B. GUIDING PRINCIPLES

1. Drawing on input from Indigenous students, staff, faculty, and community partners at the University, several interconnected principles are identified to inform the affirmation process under this Policy and related Procedure:

    Indigenous People provide leadership in affirming Indigenous citizenship or membership

    (a) Indigenous ethnic fraud is harmful, and postsecondary education institutions have a responsibility to safeguard against it. However, it is equally harmful for colonial institutions and non-Indigenous people to attempt to determine or scrutinize Indigenous citizenship or membership without the involvement of Indigenous peoples themselves. For the University, this means that Indigenous people must inform and lead the work to affirm Indigenous citizenship or membership under this Policy.

    Criteria for affirmation

    (b) While every Indigenous Nation is sovereign and has the right to determine the requirements of its own citizenship or membership, the University – upon direction of its IPEC - will require that all declarations of Indigenous citizenship or membership at this institution must be affirmed in accordance with the ***Procedure for Policy 1.XX Affirmation Declarations of Indigenous Citizenship or Membership***.

    (c) Out of respect and in the spirit of reconciliation and relationship building with local Indigenous communities, the ***Procedure*** is based on the principles of citizenship and membership recognized by the local Indigenous communities: the Chippewas of the Thames First Nation, Oneida of the Thames First Nation, and Munsee-Delaware Nation which include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation.

<u>Fostering a welcoming environment for a diversity of Indigenous identities</u>

(d)   The University is actively working to foster an environment that is inclusive, safe, and supportive of a diversity of Indigenous peoples. This includes acknowledging individuals who claim to have been systematically disconnected from their ancestral Indigenous communities, families, cultures and languages, and lived experiences as a result of colonial policies. As such, opportunities for individuals who have been disenfranchised and are currently reconnecting to their Indigenous communities will be considered through the individual's statement of 'Relational Positionality' as per the **Procedure**.

<u>Creating culturally safe processes for individuals to declare their Indigenous citizenship or membership and share relational positionality</u>

(e)   The University acknowledges that being asked to identify within a process of relational positionality and share about one's Indigenous citizenship or membership—including lineage and connection to community and culture—may be potentially triggering for some individuals, especially those who have and continue to be negatively impacted by colonial legislation (*i.e.,* the *Indian Act*). For this reason, the creation and maintenance of culturally safe processes for Indigenous claimants to share their relational positionality is vital.

<u>Honouring Indigenous relational processes</u>

(f)   Indigenous relational processes are informed by Indigenous ways of knowing, being, and doing within Indigenous communities instead of sole reliance upon the colonial definitions of Indigenous citizenship and membership (*i.e*., such as Indian Status cards). A process informed by relational accountability requires the individual to describe and demonstrate their connection and responsibilities to *All Our Relations* (everyone and everything), including ourselves, one another, the community(ies) who 'claim us', the organizations where we work, and, essentially, all of creation.[7]

(g)   Relational accountability is practiced by using the four Rs of community-based partnership research: Respect, Relevance, Reciprocity, and Responsibility[8] and Relationality and Refusal, to inform the process of

[7] Smith, L.T. (2012). Decolonization Methodologies: Research and Indigenous Peoples. London, UK: Zed Books. (Originally published in 1999); Wilson, S. (2008). Research Is Ceremony: Indigenous Research Methods. Fenwood Publishing: Halifax, NS Canada.

[8] Kirkness & Barnhardt, 2001; Wilson, 2008. Although Community Based Participatory Research is often used in research contexts, it is being applied here because it is widely regarded as an enactment of relational accountability and is relevant to all forms of engagement. Western University is aware of a fifth R, "Relationships", which is being addressed through the overarching relational accountability guiding principle.

affirming all declarations of Indigenous citizenship or membership at the University. Additional details are provided below:

- **Respect** is demonstrated by honouring Indigenous self-determination[9] processes over self-identification, and by ensuring that individuals have safe spaces and opportunities to assert and have their Indigenous citizenship or membership affirmed as outlined in this Policy. While the interpretation of self-determination is unique to each Indigenous Nation, those determinations do not automatically apply to or impact or influence the definitions used by other Indigenous Nations elsewhere. Respect for the local Indigenous Nations is also observed through adherence to the approved modes of affirmation identified in the ***Procedure***.

- **Relevance** is demonstrated by engaging individuals who declare Indigenous citizenship or membership and assert relevant lived experiences through a relational positionality established with Indigenous communities.

- **Reciprocity** is demonstrated through the work of the IAAC to ensure that Indigenous candidates observe all exchanges within the affirmation process in a respectful and "good way" – a way that honours the spirit and intent of Indigenous protocols and traditions.

- **Responsibility** is demonstrated when the University implements safeguards to protect against Indigenous ethnic fraud and the harms it causes to Indigenous communities and peoples. Care is also required to safeguard the personal information submitted by all individuals declaring Indigenous citizenship or membership, such as relational positionality statements and all supporting documentation. Responsibility is demonstrated within work to ensure that all selection processes are undertaken with great care and do not cause harm to anyone involved.

- **Relationality** is demonstrated within the care and commitment of observing and safeguarding the positive relational interactions of all beings in relation to their respectful interdependence with one another.

- **Refusal** is demonstrated when tolerance for harm and disrespect is not allowed. Refusal of unregulated access to Indigenous designated roles and initiatives, *etc.* helps to safeguard equitable access reserved for Indigenous peoples.

C.   ACKNOWLEDGEMENTS

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[9] Self-determination refers to political status and the freedom to pursue economic, social, and cultural development – as per the *United Nations Declaration of the Rights of Indigenous Peoples* - Article 4.

1. The University acknowledges that it is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), and Lūnaapéewak (Len-ahpay- wuk) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. The University respects the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.

2. The University acknowledges historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and accepts responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service as well as through University Policies such as this one.

3. The University acknowledges that the development of this Policy by members of the local Indigenous communities and the University community was, and continues to be, a process fraught with significant emotional labour. It is work that must be led by Indigenous Peoples themselves, and this responsibility has placed a significant burden on Indigenous students, scholars, and staff who are currently underrepresented at the University.

4. Gratitude is extended to all Indigenous Peoples (i.e., local Indigenous community members as well as Indigenous students, staff, and faculty members at the University) and allies who contributed to the development of this Policy especially as the content, context, and subject matter is emotionally difficult and retriggering. The critical insights and diverse perspectives obtained within the development of this Policy are reminders of the importance of dialogue and ongoing engagement, which are vital to inform this important work.

**PROCEDURE FOR POLICY 1.XX – Affirming Declarations of Indigenous
Citizenship or Membership at Western University**

Governing Policy:	Affirming Declarations of Indigenous Citizenship or Membership at Western University
Subsections:	Roles and Responsibilities, Affirmation Process, Appeal Process, Intentionally False Declaration, Additional Notes-Affirmation Process for Students, Additional Notes-Recruitment of Indigenous Faculty Members, Data Use & Privacy, Appendix 1: Resources
Responsible Officer:	Provost & Vice-President (Academic) Vice-Provost & Associate Vice-President (Indigenous Initiatives)
Responsible Office:	Office of the Provost & Vice President (Academic) Office of Indigenous Initiatives
Effective Date:	Date, 2025
Supersedes:	(new)

I.   **GENERAL**

1.   The Office of the Provost & Vice-President (Academic) and the Office of Indigenous Initiatives (OII) have primary responsibility for administering the Policy for Affirming Declarations of Indigenous Citizenship or Membership at Western University in accordance with the procedures detailed herein.

II.   **Roles and Responsibilities**

1.   It is critical that Indigenous peoples themselves take up leading roles at the University to determine the process to affirm Indigenous citizenship or membership, especially when recruiting for Indigenous-designated roles and initiatives. This is especially important in response to the disconnect of settler-colonial institutions from distinct Indigenous worldviews and ways of knowing, being, and doing. As such, Indigenous peoples themselves must inform and lead all Indigenous affirmation processes.

2.   The Vice-Provost & Associate Vice-President (Indigenous Initiatives) (VP/AVP II) will:

(a) form an Indigenous Affirmation Advisory Committee (IAAC) on an as needed, *ad hoc* basis in accordance with this Procedure to verify all declarations of Indigenous citizenship or membership that are subject to this Procedure;

(b) participate in the IAAC's processes and Chair the Appeal Board as described in this Procedure; and

(c) provide leadership in relation to the University's implementation and application of this Procedure and associated Policy, including receiving and addressing any questions or concerns regarding the Policy/Procedure or concerns raised regarding declarations of Indigenous citizenship or membership that are subject to the Policy.

3. The IAAC:

(a) will determine and affirm declarations of Indigenous citizenship or membership in accordance with this Procedure and associated Policy;

(b) will be comprised of a Chair and two (2) other local Indigenous community members from any of the local First Nation communities upon which the University is situated (specifically, Chippewas of the Thames First Nation, Oneida of the Thames First Nations, and Munsee-Delaware Nation).

  o The IAAC Chair will be appointed by the VP/AVP II and must be an affirmed Indigenous faculty member, staff, librarian or archivist employee of the University. The two (2) additional IAAC members may also be Indigenous staff and faculty members at the University.

  o If the individual is a member of the Inuk Nation, then the third member of the IAAC will be an Inuk Elder/ Knowledge Keeper identified through a state-recognized Inuit organization rather than a local First Nation community member.

  o If the individual is a member of the Métis Nation, then the third member of the IAAC will be a local Métis Elder/ Knowledge Keeper identified through a state-recognized Métis organization rather than a local Indigenous community member.

  o All members of the IAAC must operate at arm's length to the individual seeking affirmation (*i.e.*, are unrelated and unaffiliated to the individual) to avoid any conflict of interest or perception of a conflict of interest.

(c) in conducting its work, will:

  (i) employ intentional mechanisms, as outlined below, to create and maintain safe spaces and create processes to inform all

interactions where individuals engage with the topic of Indigenous citizenship or membership:

(ii)   hold all meetings in-person (or virtually in exceptional circumstances as determined by the IAAC Chair);

(iii)   provide trigger warnings leading up to any discussion where Indigenous citizenship or membership may be raised in the process of recruiting/ identifying an Indigenous-designated position(s), award, *etc.*;

(iv)   share relevant and accessible resources, as listed in Appendix 1, with all individuals seeking affirmation as they may find the discussion around Indigenous citizenship or membership to be triggering;

(v)   provide individuals with a list of required documentation for citizenship or membership declarations and instructions for securely sharing all required documents with the IAAC;

(vi)   in accordance with Western's applicable policies and legislation, adhere to strong data management practices wherein all personal information must be kept confidential and safeguarded.

4.   Where the Policy and this Procedure apply, the University will:

(a)   ensure that only individuals whose declarations of Indigenous citizenship or membership have been affirmed according to this Procedure and associated Policy will be eligible to move forward or will be given preference (as applicable) in the selection, admission, hiring, award or other applicable process and/or will be permitted to hold themselves out in the classroom or other learning environment as holding Indigenous citizenship or membership as defined in the Policy in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership.

(b)   The fact that an individual's self-declaration of Indigenous citizenship or membership is not affirmed under the principles and processes set out in this Procedure and associated Policy does not mean that the individual does not genuinely self-identify as Indigenous or that they could not be affirmed as Indigenous under non-University processes.

III.   Affirmation Process

1.   Consistent with the concept of Indigenous self-determination, this Procedure is initiated once a member or prospective member of the University community who is subject to the Policy makes a declaration of Indigenous citizenship or membership that will result in a new or renewed material advantage to them at

Western or is otherwise subject to the Policy. (For declarations that form part of formal processes, see **Appendices 2 and 3**).

2.   Upon direction of the University, anyone who makes a declaration of Indigenous citizenship or membership that is subject to the Policy will be required to provide the IAAC with the following documentation for review and have affirmed:

(a)   a statement of relational positionality[1] (up to 4 pages) that includes details of:

(i)   the individual's personal lived experience[2] in relation to their declaration of Indigenous citizenship or membership;

(ii)   the individual's personal connections, responsibilities, and interrelationships with their Indigenous Nation, Clan, language, culture, community, land, and other relevant responsibilities including details of the individual's lineal[3] descent; and;

(iii)   where relevant, details about how colonial practices (*e.g.*, the 'Sixties Scoop', Residential Schools) have impacted how the individual is able to claim Indigenous citizenship or membership as a person with lived experience; and

(b)   two documents demonstrating proof of citizenship or membership in the Indigenous Nation who claims the individual.[4] A non-exhaustive list of documents that can be provided is:

(i)   a copy of a federal/ national/ state recognized citizenship card or official documentation belonging to the individual's biological parent or grandparent – together with proof of connections/ lived-experience to the community.

(ii)   letters of reference provided by Indigenous relatives or members of a national/ federal/ state recognized community who are familiar

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[1] Positionality refers to the how differences in social position and power shape identities and access in society" (https://indigenousinitiatives.ctlt.ubc.ca/classroom-climate/positionality-and-intersectionality/).

[2] Lived experience is the "personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. It may also refer to knowledge of people gained from direct face-to-face interaction rather than through a technological medium" (www.oxfordreference.com).

[3] This term means lineal consanguinity which describes blood relationships where one person is a direct descendant or ascendant of another, meaning they are related in a straight-line family connection like a parent-child or grandfather- grandchild.
(https://www.law.cornell.edu/wex/lineal_consanguinity#:~:text=Lineal%20consanguinity%20is%20the%20blood,father %2C%20son%2C%20and%20grandson)

[4] Within the affirmation process, it is necessary that the Indigenous community or organization is able to affirm any claims to membership or citizenship. This is important because in many instances of fraud, individuals have claimed membership and citizenship without the community's or organization's awareness.

with the claimant individual's lived experiences and relational positionality;

(iii) letter of reference or documentation provided by a state-recognized Indigenous membership authority (*e.g.,* letter from Band Membership Officer);

(iv) letters of reference from community-recognized Traditional Community leaders (e.g., Clan mothers, Lodge Keepers);

(v) certificate of Indian Status from First Nations who are federally recognized and those listed on the Indigenous and Northern Affairs Canada website (https://fnp-ppn.aadnc-aandc.gc.ca/fnp/Main/Search/SearchFN.aspx?lang=eng);

(vi) a copy of Certificate of Indian Status (*i.e.,* status card) of the individual's biological parent or grandparent who also has federally recognized Indian status – together with proof of lineal family connection;

(vii) an affirmation letter from a national/ federal/ state recognized governance entity indicating that the individual is a 'Non-Status' First Nation person;

(viii) Membership proof from a list of federally or state recognized Métis organizations in Canada, specifically:

- Métis Nation-Saskatchewan
- Métis Nation of Alberta
- Métis Nation British Columbia
- Métis Nation of Ontario
- Manitoba Métis Federation;
- Northwest Territory Métis Nation.

(ix) American Indian, Alaskan Native, or Native Hawaiian citizenship document from tribes that are state or federally recognized (https://www.bia.gov/service/tribal-leaders-directory);

(x) a Nunavut Trust Certificate card, Inuit roll number, Inuit Beneficiary Card, or any other proof accepted by state-recognized Inuit communities/ organizations;

(xi) written confirmation letter of Indigenous ancestry from the Department of Indigenous Services Canada;

(xii) international or Global Indigenous peoples' (as defined by the United Nations Declaration on the Rights of Indigenous Peoples

(UNDRIP)[5] accepted membership cards and documentation supporting the individual's claimed relational positionality;

(xiii)   other membership cards or letters by state-recognized Indigenous communities /organizations;

(xiv)   copy of Birth Certificate – together with a copy of the individual's parents' or grandparents' documentation that affirms claims to Indigeneity; or

(xv)   Genealogy trees that contain certified information to confirm lineage.

3.   Out of respect and in the spirit of reconciliation and relationship building with local Indigenous communities, this Procedure is based on the principles of citizenship and membership recognized by the local Indigenous communities (*i.e.* the Chippewas of the Thames First Nation, Oneida of the Thames First Nation and Munsee-Delaware Nation). These principles include a requirement for proof of lineal family connection in order to establish citizenship or membership in a First Nation.

4.   In hiring and selection processes, only the applicant(s)/candidate(s) who are short-listed or selected for an interview (or prior to making an offer if the candidate is selected directly by a faculty supervisor) will be directed to undergo affirmation.

IAAC can require additional information

5.   The IAAC can exercise its discretion to require an individual to provide additional information including, but not limited to, situations in which the original material submitted shows inconsistencies or deficiencies such as:

- declarations based solely on distant Indigenous lineage with no connection to lived experience;

- an individual's lack of connection to their home Indigenous culture or community, including urban Indigenous communities[6];

- lack of meaningful connection to any Indigenous community, including urban Indigenous communities; or

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[5] UNDRIP. N.d. *Who are Indigenous peoples:* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

[6] This means the candidate has not demonstrated in their Relational Positionality statement the reason for their lack of connection, relationship, or lived experience to their claimed Indigenous culture, community, and Nation.

- possession of a membership from an Indigenous organization and or community that is not recognized by the state (*e.g.,* membership from a disputed or unrecognized Indigenous membership-issuing organization).

<u>When required Identity documentation is not available</u>

6. In the event an individual is unable to produce the required identity documentation due to colonial displacement (*e.g.* enfranchisement, 'Sixties Scoop'), the following is required:

    (a) An affidavit signed and sworn by the individual confirming:

        (i) proof of lineage connection to said community/ family/ persons (*e.g.,* personal narrative with relevant references, dates, details, etc..); and

        (ii) a historical and geographical account of one's claimed membership to an Indigenous community;

    (b) a minimum of two (2) community reference letters bearing witness to/ affirming the individual's membership in the community who claims them:

        (i) one (1) of the references must be by a member of the community who has demonstrable personal history with the individual; and

        (ii) one (1) of the references will be solicited by the University.

<u>IAAC decision-making and notification of findings</u>

7. The following guidelines provide direction if there is disagreement among the Chair/members of the IAAC in relation to whether an individual's declaration of Indigenous citizenship or membership should be affirmed:

    (a) IAAC members will attempt to reach all affirmation decisions by consensus. If consensus is not reached, an Indigenous Elder/ Knowledge Keeper, identified by Western University's Office of Indigenous Initiatives (OII), will be engaged to lead a discussion circle to help the group to reach a consensus;

    (b) The IAAC will normally complete the affirmation process within three (3) weeks of receiving the required documentation and will complete the process sooner where feasible.

    (c) Once a decision has been reached – either by consensus or majority vote – to affirm or not affirm an individual's declaration of Indigenous citizenship or membership, the Chair of the IAAC will advise the VP/AVP II of the IAAC's decision.

8.   The IAAC chair will advise the relevant decision maker (*e.g.,* the Chair or head of the relevant hiring/ selection committee or other relevant decision maker) of whether the declaration is affirmed or not affirmed.

<u>If Indigenous citizenship or membership is successfully affirmed</u>

9.   If the IAAC affirms an individual's Indigenous citizenship or membership in accordance with this Procedure, the individual shall be permitted to proceed within the relevant process or will be given preference, as applicable:

(a)   For faculty, instructor, librarian and archivist, and clinical faculty hires, to clear candidates to proceed to interview;

(b)   Staff, Graduate Teaching Assistants, and post-doctoral scholar hires, to release the individual's formal application package to the applicable hiring manager or faculty supervisor;

(c)   For Indigenous-designated awards, admission, service opportunities, initiatives, *etc*, or where Indigenous individuals are given preference, the individual may move forward for consideration in the relevant process; or

(d)   For faculty members, instructors, Graduate Teaching Assistants, staff, librarian, archivists or post-doctoral scholars in non-Indigenous designated roles who hold a position of authority over, teach or supervise students or post-doctoral scholars and declare that they hold Indigenous citizenship or membership in a manner that conveys influence, authority or perspective by virtue of their Indigenous citizenship or membership, they shall be permitted to continue to do so.

<u>If Indigenous citizenship or membership is not successfully affirmed</u>

10.   The IAAC chair will advise the individual of the IAAC's determination, will provide information about the appeal process and will inquire if the individual intends to appeal the IAAC's determination.

11.   Upon response from the individual and completion of the appeal process if the individual opts to pursue it, the VP/AVP II will inform the Chair or head of the relevant hiring/ selection committee or other relevant decision maker of the outcome of the affirmation and/or appeal process. The VP/AVP II may provide an interim update regarding anticipated timing once notice of an appeal is received and prior to the Appeal Board's decision being available.

12.   In the case of a hiring or appointments Committee, the Chair of that Committee shall only advise the Committee members that the individual is not moving forward in the process. This confidentiality principle will be applied by analogy to other processes that are impacted by this Procedure.

13. To further safeguard and develop Western's work to "advance reconciliation with Indigenous communities" as per the mandate of its institutional strategic plan, *Towards Western at 150*, if an individual's declaration of Indigenous citizenship or membership that is subject to the Policy is not affirmed under this Procedure and the associated Policy, that individual will not be eligible for any future Indigenous-designated/preferred positions or other Indigenous-designated/preferred programs or opportunities at the University. Any additional consequences will be addressed on a case-by-case basis in accordance with the principles set out in this Procedure and the associated Policy.

14. If circumstances should change and an individual becomes able to provide affirming evidence, they may re-engage the IAAC for further review.

IV. Appeal Process

1. An individual whose declaration of Indigenous citizenship or membership was not affirmed by the IAAC on the grounds of not meeting the eligibility criteria under this Procedure and the associated Policy will have five (5) business days to provide written notice of appeal to the VP/AVP II.

2. In instances of an appeal, the VP/ AVP II will convene and Chair an Appeal Board consisting of individuals who were not members of the IAAC that made the determination under appeal.

    (a) Membership of the Appeal Board will consist of the VP/AVP II as Chair plus two (2) additional members who are at 'arm's length' without any conflict of interest or appearance of conflict of interest with the individual who is appealing. Membership of the Appeal Board may be comprised of Indigenous staff, faculty, and/or Indigenous community members.

    (b) Upon notice of an appeal, the Appeal Board will convene within ten (10) business days of receiving written notice and will review all documentation and hear directly from the individual requesting the appeal. Legal counsel may accompany an appellant, if desired.

    (c) The Appeal process will be comprised of an oral hearing rather than a determination solely based on written submissions.

    (d) The Appeal Board will provide a decision in writing within five (5) business days of the appeal hearing. The VP/AVP II will communicate the decision to the individual making the appeal as soon as feasible. The Appeal Board's decision will be final.

    (e) If the Appeal Board is unable to reach a consensus, the VP/AVP II will make the final determination.

    (f) The processes used for the IAAC will also inform all processes of the Appeal Board.

V.   Intentionally False Declaration

1.   An individual who the IAAC/University believes may have made an intentionally false declaration of Indigenous citizenship or membership may be subject to investigation by the University. The individual will be advised of any interim measures implemented by the University pending completion of the investigation and will be provided with an opportunity to know and respond to the concern(s) raised before any findings are made by the investigator. If the concern is well founded, the University will take appropriate corrective action, which may include:

     (a)   termination/ revocation of the individual's appointment/role, opportunity, fellowship, award, bursary, scholarship or relevant Indigenous-designated/preferred initiative;

     (b)   disciplinary action (in accordance with the collective agreement, as applicable);

     (c)   future ineligibility for any role at Western; and/ or

     (d)   other appropriate action under applicable University policy/collective agreements.

VI.   Additional Notes - Affirmation Process for Students

1.   For clarity, this Procedure and associated Policy also apply to prospective and/or enrolled students at the University when they attempt to access new or renewed material advantage due to their Indigenous citizenship or membership including roles, opportunities, fellowships, awards, bursaries, scholarships and/or initiatives that have been explicitly designated for Indigenous students or where Indigenous students are given preference.

2.   Prior to implementation of this Procedure, student declarations of Indigenous citizenship or membership were affirmed by either the Manager of Indigenous Admissions, and/or the Financial Aid Coordinator in the University's Indigenous Student Centre (ISC) in instances where individuals were leveraging Indigenous access and financial initiatives. The affirmation process included a review of proof of Indigenous citizenship or membership as outlined above. The ISC maintains a secure and confidential list of students whose declarations of Indigenous citizenship or membership have already been affirmed.

3.   As of DATE 2025, all applications for Indigenous-designated student roles, awards, bursaries, scholarships and/or opportunities, *etc.* will be subject to the affirmation criteria and process outlined in this Procedure, which will be applied by a team of designated ISC staff, with support from the IAAC, as needed.

4.   A student or prospective student may appeal the ISC's decision to the IAAC which will apply the principles and processes described in this Procedure when hearing and determining the appeal. The IAAC's appeal decision will be final.

VII. Additional Notes - Recruitment of Indigenous Faculty Members

1. After the IAAC process to affirm Indigenous citizenship or membership is successfully completed, the University will proceed with the regular interview of an Indigenous candidate.

2. If an Appointments and/or Search Committee desires additional support, for example in the interpretation of Indigenous approaches to research or the construction of a culturally welcoming interview process, the Committee may seek expertise beyond the normal Committee composition by, for example, inviting an Indigenous Western graduate student and/or an Indigenous community member to join the Committee. Any such invitation outside the provisions of the Faculty Collective Agreement would require agreement from the University's Office of Faculty Relations and the University of Western Ontario Faculty Association (UWOFA).

VIII. Data Use & Privacy

1. The University will safeguard all confidential information provided and will comply with the *Freedom of Information and Protection of Privacy Act*.

2. The VP/AVP II will oversee the storage and destruction of all confidential information pertaining to relational positionality statements and supporting documentation used to affirm the Indigenous citizenship or membership of all individuals, *as per* the recommendations from Western's Privacy Officer. Furthermore:

    (a) all documents submitted to demonstrate Indigenous citizenship or membership will be stored within Western's secure cloud-based platforms for three (3) years beyond when those individuals are no longer employed or associated with the University (or applied to the University, as applicable);

    (b) only the VP/AVP II and the IAAC Chair will have access to archived documents used to affirm Indigenous citizenship or membership, such as positionality statements and documentation, except disclosure required or permitted by law.

Appendix 1: Resources

- The First Nations and Inuit Hope for Wellness Help Line: 1-855-242-3310 or https://www.hopeforwellness.ca

- 24/7 Indian Residential Schools Crisis Line: 1-866-925-4419

- 24/7 Indian Residential School Survivors Society Crisis Support: 1-800-721-0066

- CMHA Virtual After-Hours Crisis Counselling for students: studentcrisisappointment@cmhamiddlesex.ca

- Good2Talk Post-secondary Student Helpline: 1-866-925-5454

- Western University Employee (and family) Assistance Program-LifeWorks: 1-844-880-9142

- Western University – Student Crisis Counselling: 519-661-3030

Last Reviewed:

Appendix 2: Declaration of Indigenous Citizenship or Membership

I understand that the initiative for which I am being considered is intended specifically for an Indigenous individual, or I have applied to an open role or initiative and have declared or claimed Indigenous citizenship or membership in order to be given preference. As such, I solemnly declare that I hold Indigenous citizenship or membership as demonstrated by the submission of the following:

1. My detailed statement of relational positionality, which includes a demonstration of lived experience and includes details about my lineal descent as per guidance provided in the University's Procedure for Policy 1.XX - *Affirming Declarations of Indigenous Citizenship or Membership;* and

2. My proof of citizenship or membership to the Indigenous Nation claiming me, as per the Procedure for Policy 1.XX - *Affirming Declarations of Indigenous Citizenship or Membership.*

I understand that for Indigenous-designated positions or initiatives and those where Indigenous citizenship or membership is preferred, should my claim of Indigenous citizenship or membership not be affirmed, and not successfully appealed, my application will be rejected and my candidacy terminated.

I further understand that providing false or misleading information about Indigenous citizenship or membership may result in an investigation led by Western University and, if the concerns are well founded, corrective action may be taken, including the termination/revocation of any appointment/role, opportunity, fellowship, bursary, scholarship, award or relevant Indigenous-designated/preferred initiative and/or that I may be subject to disciplinary or other proceedings under applicable University policy/collective agreement.

I understand that if I make an intentionally false declaration of Indigenous citizenship or membership, I will not be eligible to apply for any future roles (*i.e.,* any non-Indigenous designated role) at Western University

_____   _____

Signature of Applicant   **Date**

_____   _____

Witness   **Date**

Appendix 3: Student Declaration of Indigenous Citizenship or Membership

I understand that the role, opportunity, fellowship, award, bursary, scholarship, and or initiative for which I am being considered is intended specifically for an Indigenous student at Western University or Indigenous students will be given preference. As such, I solemnly declare that I hold Indigenous citizenship or membership as demonstrated by the submission of the following:

1. A student's detailed statement of relational positionality, which includes a demonstration of lived experience and includes details about their lineal descent, as per guidance provided in the University's Procedure for Policy 1.XX - *Affirming Declarations of Indigenous Citizenship or Membership;* and

2. A student's proof of membership to the Indigenous Nation claiming them as per the Procedure for Policy 1.XX - *Affirming Declarations of Indigenous Citizenship or Membership.*

I understand that should my claim of Indigenous citizenship or membership not be affirmed under this Procedure and associated Policy and not successfully appealed, my application will be rejected and my candidacy terminated.

I further understand that providing false or misleading information about Indigenous citizenship or membership may result in an investigation led by Western University and, if the concerns are well founded, corrective action may be taken, including the termination/revocation of my role, opportunity, fellowship, award, and or relevant initiative that has been designated explicitly for an Indigenous student (or for which preference is given), and/or that I may be subject to proceedings under applicable University policy, including *Scholastic Discipline for Undergraduate Students*, the policy on *Scholastic Discipline for Graduate Students* or the *Code of Student Conduct*, as applicable.

I understand that if I make an intentionally false declaration of Indigenous citizenship or membership, I will not be eligible to apply for any future or subsequent roles (i.e., any non-Indigenous designated role) at Western University.

_____   _____
Signature of Student   **Date**

_____   _____
Witness   **Date**

ITEM 11.1 – Annual Report of the Vice President (Research)

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Penny Pexman, Vice-President (Research), will provide her annual report. The annual report of the Vice President (Research) is provided to Senate annually in accordance with the University Research Board Terms of Reference.

ATTACHMENT(S):

Annual Report of the Vice President (Research)

2025
Year-in-Review

Senate

Penny Pexman

Vice-President (Research)

June 6, 2025

1

Progress on Strategic Objectives

Tackle the Grand Challenges of our Time
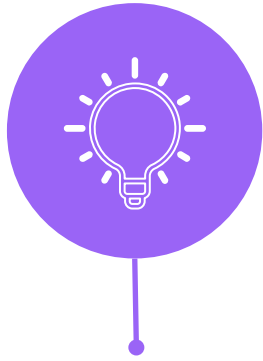
Foster Interdisciplinarity

→ Bone & Joint Institute

→ Rotman Institute of Philosophy

→ Western Institute for Neuroscience

→ Western Space

→ Western Academy for Advanced Research

Connect our Work to the World

Establish & Strengthen Relationships

→ Global Engagement Plan

→ Horizon Europe

→ Innovation & Strategic Partnerships

→ Nuclear Hub & Batteries Hub

→ Hospital Affiliation Agreement

Enhance Research Support
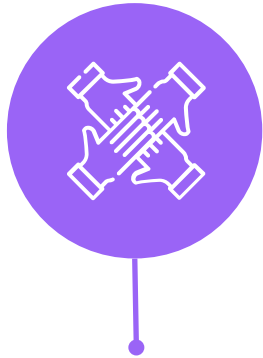
Catalyze Research Success

→ Human Research Ethics Review

→ Automated Grant Feedback Tool

→ Internal Grant Mechanisms

→ Grants Repository

→ Centralized Project Management

2

Progress on Research Funding

Research Funding :: 2019-2024

Legend: Affiliates (grey), Western (purple)

Year	Western	Affiliates	Total
2019-2020	$177.5M	$52.3M	$229.8M
2020-2021	$199.5M	$64.3M	$263.8M
2021-2022	$172.5M	$59.0M	$231.5M
2022-2023	$211.5M	$69.2M	$280.8M
2023-2024	$219.0M	$64.7M	$283.7M
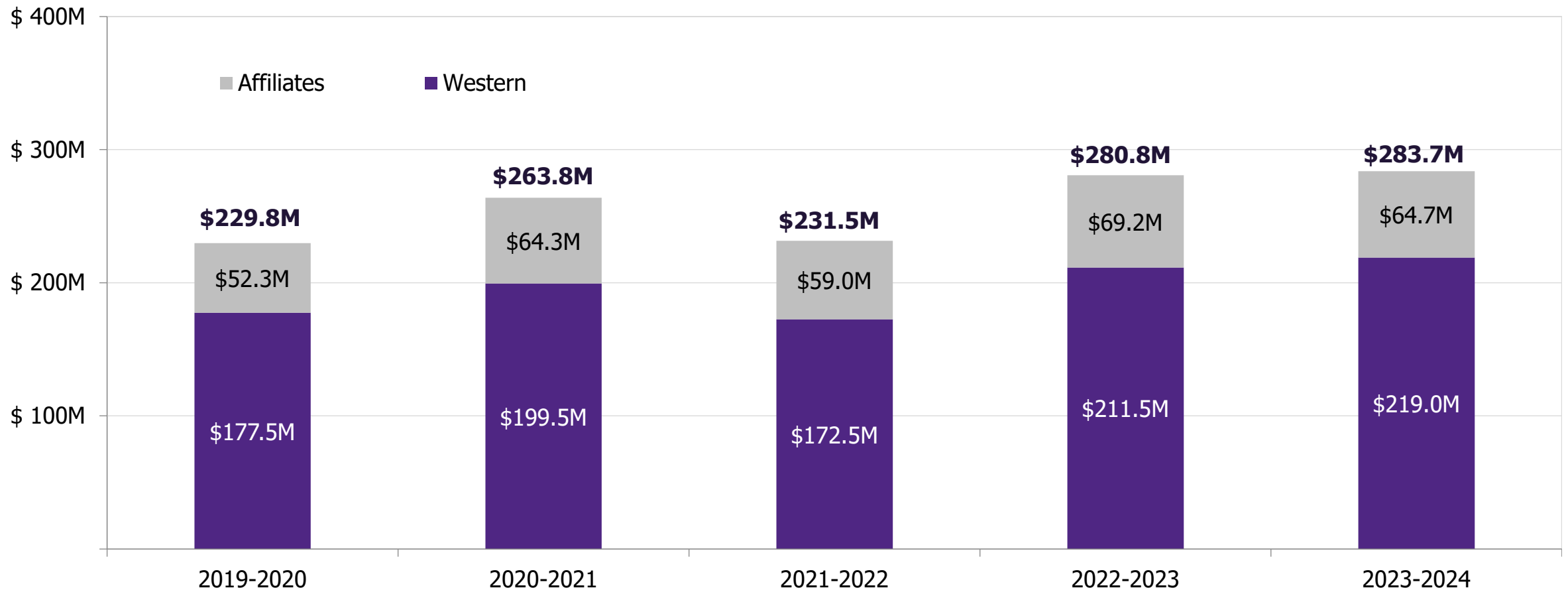
Sponsored Research Income :: 2019-2023
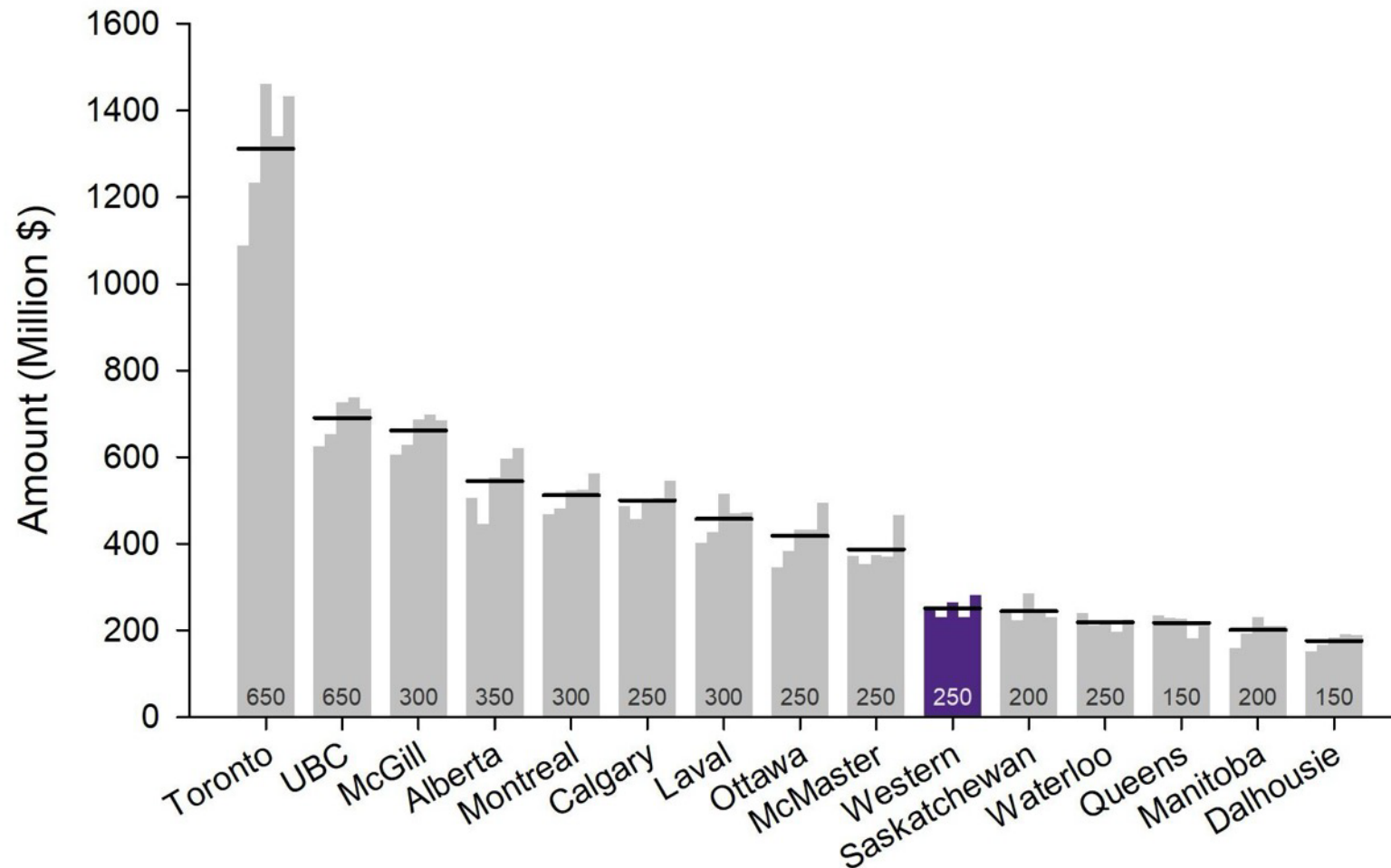
$250.6M

5-year Average

10th

U15 Rank

U15 Tri-Agency & CFI Funding :: 2019-2023
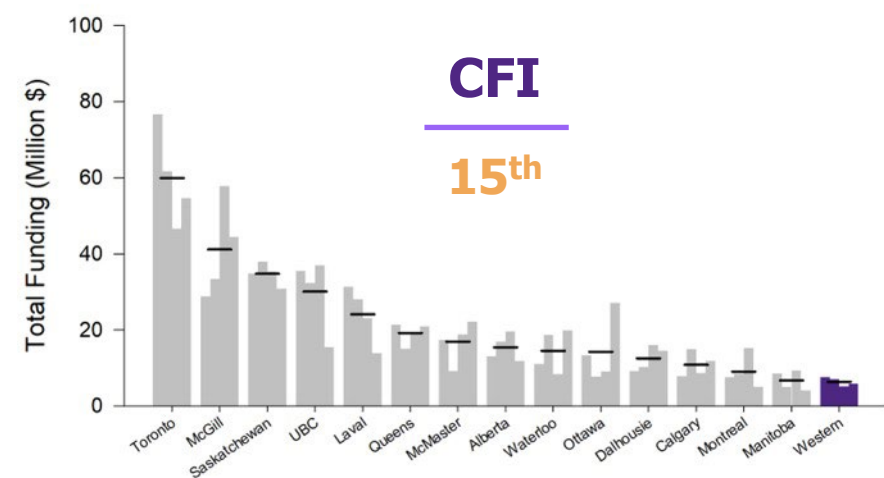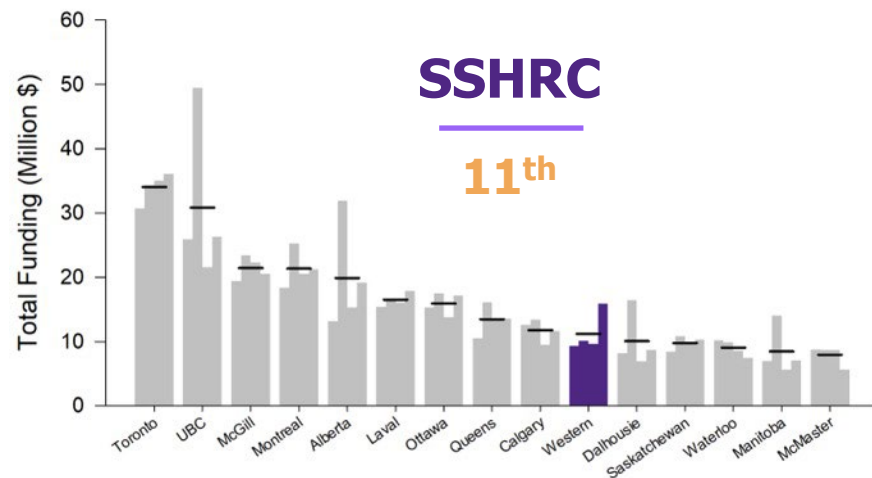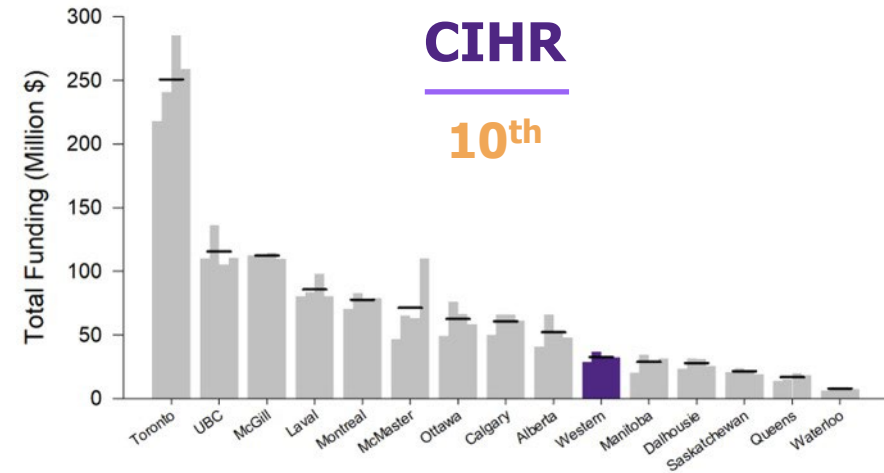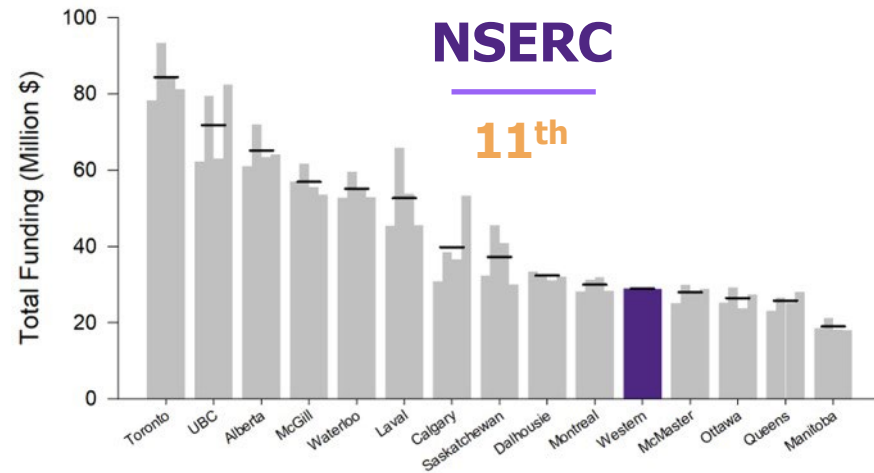
SSHRC :: 2020-2024

2020

111
Applications

52%
Success Rate

$4.8M
Amount Awarded

2024

151
Applications

37%
Success Rate

$6.6M
Amount Awarded

CIHR :: 2020-2024

Western

2020

188
Applications

25%
Success Rate

$25.6M
Amount Awarded

2024

188
Applications

21%
Success Rate

$18.9M
Amount Awarded

3
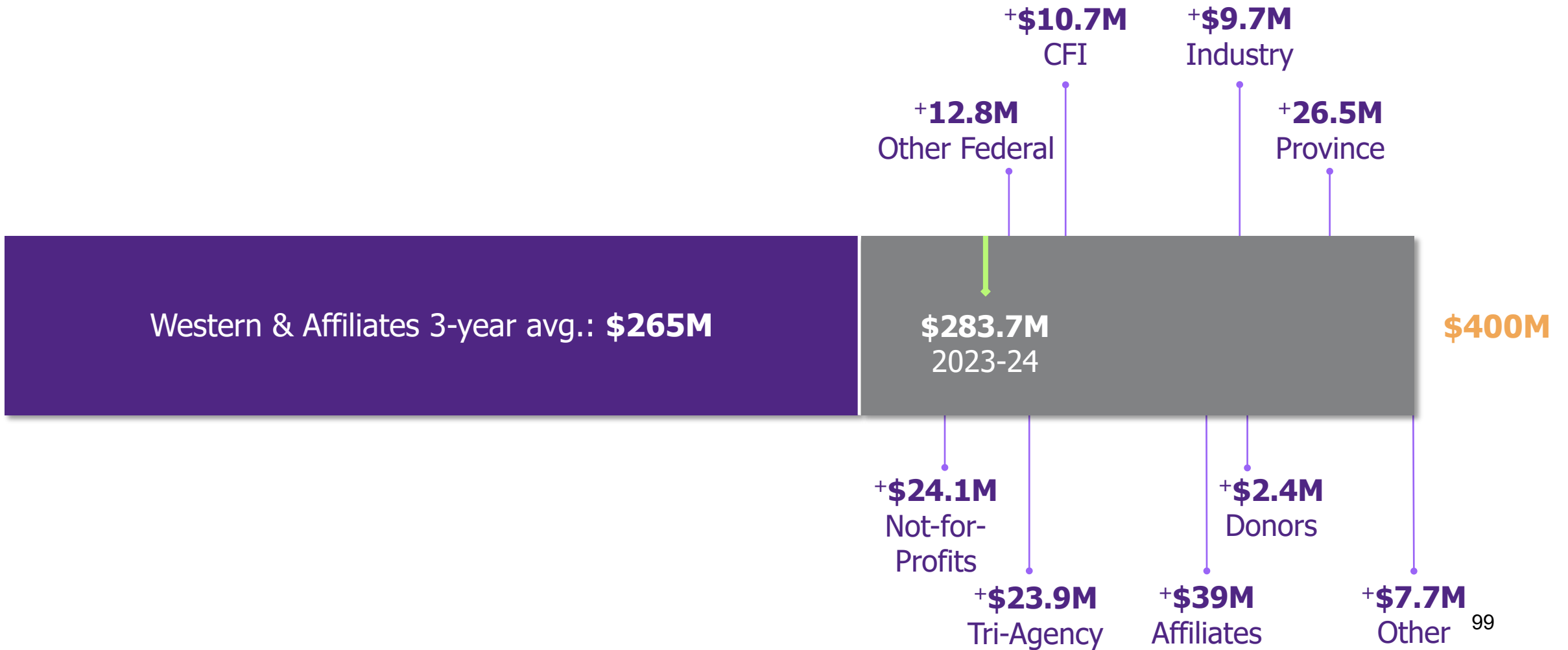
Looking
Ahead

Looking Ahead
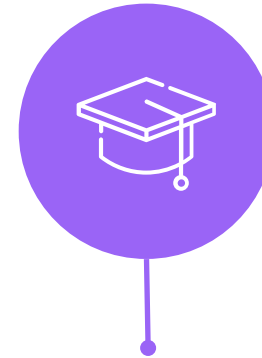
Grow Western's
Postdoctoral Community

Looking Ahead
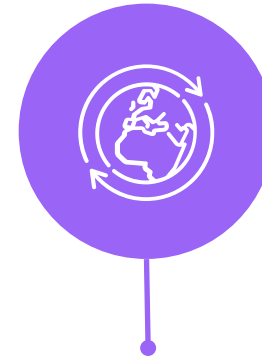
Increase
Global Engagement

Looking Ahead

Core Facilities & Bioconvergence Centre

Western

?

Questions
& Comments

ITEM 12.1 – Final Report and Recommendations of the *ad hoc* Committee to Review the Navitas Proposal

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on March 14, 2025, Senate established an *ad hoc* Committee to Review the Navitas Proposal.

The *ad hoc* Committee met weekly between March 28 and May 30, 2025.

The Preliminary Report of the *ad hoc* Committee to Review the Navitas Proposal was provided to Senate at the May 16, 2025 meeting.

The attached Final Report and Recommendations of the *ad hoc* Committee to Review the Navitas Proposal provides the Committee's final recommendations and details its work. It is designed to be read in tandem with the proposal "Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas", dated May 30, 2025 (Item 12.2 in the June 6, 2025 Senate agenda).

ATTACHMENT(S):

Final Report and Recommendations of the *ad hoc* Committee to Review the Navitas Proposal

Final Report and Recommendations of the *ad hoc* Committee to Review the Navitas Proposal

May 30, 2025

Table of Contents

Executive Summary

Over the course of ten meetings, the *ad hoc* Committee addressed all items in their terms of reference. The final report and proposal reflect the depth of work undertaken by the ad hoc Committee, including a thorough review of all gathered information, discussions with experts, and engaging in detailed discussion and debate.

After thorough consideration and discussion regarding all items in its terms of reference, the *ad hoc* Committee approved a recommendation to Senate to proceed with the Navitas proposal at its May 23 meeting.

The *ad hoc* Committee recommends the following be included in the recommendation to the Board of Governors:

- That Western articulate a thorough data strategy in order to evaluate and report on the partnership and WIC. The data strategy should include:
    - Reporting on admission, student retention, and student progression rates from the WIC to Western.
    - Retention, progression, and graduation rates of former WIC students.
    - A yearly survey of WIC students and instructors.
- That Western's senior leadership team report to Senate and the Board of Governors on the status of negotiations to ensure that Western's governing bodies remain informed.
- That Western negotiate an exit clause in order to protect Western's interests.
- Following the negotiation of an agreement between Western and Navitas, that Senate academic policy be amended, as required, through the appropriate Senate committees.

The risk of inaction is significant. Western does not have the luxury, under the current fiscal circumstances, to invest new resources and develop the expertise that others have been working on for decades (often with mediocre outcomes) in order to achieve success in time to avert significant financial consequences. With a decline in international enrollment, it is projected that Western will spend its operating reserve within the next three to five years in all planning scenarios (see Appendix D, Scenarios 1 – 4). In a worst-case scenario, Western could have a $147.3 million dollar deficit by 2029-30. To manage a deficit of this magnitude, Western could be forced to reduce expenditures to break even, which could only be achieved by reducing faculty and staff.

Moving forward with a partnership with Navitas will not solve all budget issues but it is an efficient and effective means of meeting our strategic goals for increasing our intake of international students, while at the same time providing some contribution to the University's budget.

Mandate of the *ad hoc* Committee

This report provides the *ad hoc* Committee's final recommendations and details their work. It is designed to be read in tandem with the proposal "Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas", dated May 30, 2025 (Item 12.2 in the June 5, 2025 Senate agenda). The *ad hoc* Committee met weekly between March 28 and May 30, 2025, for two hours a week.

The goal and mandate of the *ad hoc* Committee are to:

- Examine the proposed partnership with Navitas without prejudice.
- Weigh alternatives and assess scenarios without Navitas.
- Articulate the fundamental difference between the 2020 and the 2025 proposals.
- Define Western's essential components of a potential partnership.
- Summarize and evaluate risks and drawbacks and look at possibilities to mitigate them.
- Weigh the global and financial benefits in the context of the state of the higher education sector in Ontario and Canada.
- Support ongoing consultations by proposing additional questions and evaluating available feedback from the consultations.
- Provide a report to Senate with a recommendation of whether to proceed with the Navitas Proposal.
- The recommendation of the *ad hoc* committee in respect of the Navitas Proposal is intended to take the place of what would otherwise be the remit of other Senate standing committees under their terms of reference (SCUP, ACA and Policy).

The membership of the *ad hoc* Committee includes:

Role	Name
Faculty/staff member of Senate	Blaine Chronik (Faculty of Science)
Faculty/staff member of Senate	Stephanie Hayne Beatty (Administrative Staff)
Faculty/staff member of Senate	Melanie Mills (Administrative Staff)
Faculty/staff member of Senate	Alfonso Nocilla (Faculty of Law)
Faculty/staff member of Senate	Susanne Schmid (Schulich School of Medicine & Dentistry)
Faculty/staff member of Senate	Lynn Shaw (Faculty of Health Sciences)
Undergraduate student Senator	Jenna Beecroft
Undergraduate student Senator	Ethan Da Costa
Graduate student Senator	Alexandra Lukawski
Graduate student Senator	George Philip
Dean	Matt Davison

Chair of the Senate Committee on Academic Curriculum and Awards	Sophie Roland
Chair of the Senate Committee on Academic Policy	Ken Yeung
Chair of the Senate Committee on University Planning	Dale Laird
Provost (Chair) *(non-voting)*	Florentine Strzelczyk
Vice-Provost (Graduate & Postdoctoral Studies) *(non-voting)*	Kamran Siddiqui
University Registrar *(non-voting)*	Marisa Modeski
University Secretary *(non-voting)*	Amy Bryson
Associate Vice-President (Institutional Planning & Budgeting) *(resource)*	Ruban Chelladurai
Deputy Provost *(resource)*	Jeff Hutter
Vice-Provost (Academic Programs) *(resource)*	Susan Lewis
Vice-Provost (Students) *(resource)*	John Doerksen
President, University Students' Council *(resource)*	Emilie Kalaydjian
President, Society of Graduate Students *(resource)*	Cherin Chung
Western International representative *(resource)*	Lise Laporte

Context

Internationalization is central to Western's strategic plan, *Towards Western at 150*, the global engagement plan, *Western in the World*, and the research strategic plan, *Mobilize for Impact!*. Each set ambitious goals to expand Western's international reach and impact, including a commitment in the strategic plan to grow the number of international undergraduate students to 20%.

Western's international enrolment currently falls well below that of our peers, with Western having the lowest proportion of international undergraduates in the U6. Western's late start to strategic international student recruitment has resulted in fewer robust partnerships with strategically important countries.

Seeking to close this considerable gap, since 2020, Western has intensified efforts in direct international recruitment by creating dedicated teams who, alongside faculty and staff, are accelerating and prioritizing this work. However, the complexities of our current environment have proved difficult to mitigate. A global pandemic, geopolitical instability, growing competition for globally mobile students, and caps on international study permits have constrained our international recruitment efforts. Additionally, domestic tuition was rolled back 10 percent in 2019-20 and has been frozen since, and

provincial grants have remained stagnant since 2016, limiting the financial resources that can be applied to the problem.

Western's international undergraduate student enrolments are declining, with approximately 780 fewer international tuition-paying students since 2020-21. This decline equates to approximately a $40 million reduction in revenue per year. In Fall 2024, Western had 523 first-year undergraduate international students registered — the lowest level since 2015-16. Projections for the 2025-26 year are for 350 students, likely adding an additional $12 million reduction for next year alone.

Should Western continue its current strategies without change, it is expected that the downward trend in international undergraduate enrolment and revenue will continue. The consequences are likely to be budget cuts in all units, as well as hiring freezes for faculty and staff.

Western must continue to explore new approaches to enhance existing recruitment efforts and strengthen its global presence. The Navitas proposal is one aspect of a multi-pronged approach to international recruitment.

Information and Data Gathering Process

The *ad hoc* Committee engaged with representatives from Navitas Canada as well as Western International Education experts to inform its work. They also heard directly from two Navitas International College alumni. Additionally, the Deputy Provost, University Registrar, Vice-Provost (Academic Programs), Vice-Provost (Graduate & Postdoctoral Studies), Associate Vice-President (Institutional Budgeting and Planning), and Vice-President (Operations & Finance) provided information from their respective portfolios. The Senior Director of Western International was added as a resource to the *ad hoc* Committee to inform about Western International's work.

A delegation of eight representatives from the *ad hoc* Committee participated in site visits to two international colleges operated by Navitas, the International College of Manitoba (ICM) at the University of Manitoba and Fraser International College (FIC) at Simon Fraser University from April 13 – 16, 2025. The delegation, made up of faculty, staff, and students, toured the facilities and met with international college faculty, staff, students, alumni, and university senior leaders at each site. They also met with representatives from the two International Colleges.

The two sites were selected because they have long-standing partnerships with Navitas, allowing for Western to consider what can be learned from these established programs, as well as to examine progression and graduation rates. Additionally, Simon Fraser University is similar in size to Western with respect to their undergraduate population. Both Simon Fraser University and the University of Manitoba are research-intensive universities.

The two Ontario universities that have Navitas partnerships, Toronto Metropolitan University (TMU) and Wilfrid Laurier University (WLU), have only had international colleges in place for a few years and have not yet graduated a cohort that would help Western to understand progression and graduation rates. In Ontario, graduation rates are measured and reported to the government over 7 years to account for delays due to curricular changes (e.g., in majors), as well as internships, co-ops, international exchanges, etc. Additionally, TMU contracts out their academic work, which is a different model from the one Western is considering, and until recently, WLU ran their international college at a satellite campus.

Highlights from the site visit included:

- Proactive advising and holistic student support: both sites offered highly integrated student support models, with wraparound services from wellness to academic mentorship.
- Academic oversight and quality assurance: The proposed model of Western faculty overseeing Navitas course sections, including hiring, curriculum development, grading, syllabus approval, and sampling of student work reflected the strong academic governance observed at both ICM and FIC.
- Student integration and engagement: Residence life integration, leadership programs, and access to university-wide clubs and services foster student belonging, a model that could enhance the first-year experience at Western.
- Dedicated space for community building: Each site had physical spaces for students to gather and engage in both academic and social activities, supporting the fostering of community.
- Institutional alignment: The international college models at both sites aligned with the host institution's mission of increasing access, enhancing diversity, and supporting student success.
  - In particular, the University of Manitoba noted that one of their values as a university was to provide access to a university education. They felt strongly that their 15-year partnership with Navitas did not compromise any of their values as a public university in the partnership; rather, they were enhanced by the partnership as students could access their university who would have otherwise never attended.
- Instructional practices: small class sizes, 4-hour per week classes, and faculty with deep experience teaching international students allow for personalized, effective learning. Instructors and support staff at both sites expressed passion for teaching and guiding international students.
- Cultural competence and diversity: The partnerships support diversity and intercultural competence amongst students and staff, which aligns with Western's values.

The delegation identified that further information was required for the following areas:

- Graduate-level programming: to determine how this would be designed, accredited, and supported at Western, as well as whether new admission pathways would be required.
- Recruitment overlap: how Western and Navitas would distinguish their recruitment strategies and value propositions.
- Transition and orientation: how Western's robust orientation programming might be harmonized with Navitas-specific programming.
- Support for accessibility and English language training: clarification on how Navitas meets Western's accessibility standards and that English as a second language (ESL) will be delivered by Western's English Language Centre (WELC). It was noted that Western will be responsible for setting English language standards.
- Policy alignment: Western International College (WIC) courses would be approved by Western's Senate, with courses offered aligning with all Western Senate Academic Policies. Additionally, WIC would need to apply or mirror Western's academic policies and Code of Student Conduct.

The site visits revealed mature, integrated models of international student support. The partnerships demonstrated how Navitas can customize its model to suit an institution's culture and needs. An impactful partnership with Navitas would require careful planning, alignment of values, and particular attention to areas such as faculty employment, graduate programming, and student services integration.

The *ad hoc* Committee received further information about the items of concern noted above through an additional conversation with representatives from Navitas and information provided from Western units (e.g., Student Experience, the Office of the Registrar, Graduate and Postdoctoral Studies). The draft versions of the proposal culminating in the final proposal reflect the research into these questions and the answers obtained.

The report from the site visit is provided in Appendix A.

The *ad hoc* Committee also reviewed data gathered by the Deputy Provost with respect to FIC and ICM. Summary success metrics are provided in the final proposal (see section 4). The *ad hoc* Committee reviewed additional data that remains confidential at the request of both institutions.

Throughout their work, and to inform their recommendation, the *ad hoc* Committee reviewed and carefully considered multiple drafts of the proposal, alternative models for international education, and risk assessment. Their findings and observations are detailed in the subsequent sections of this report.

"Internationalization at Western: A Multi-Pronged Approach" Proposal: Analysis

The *ad hoc* Committee reviewed multiple drafts of the proposal in April and May. The final proposal is provided in Item 12.2 in the June 6, 2025 Senate agenda. It includes context, the details of the potential partnership with Navitas, a proposed organizational structure, success metrics at other Navitas international colleges, and the proposed financial structure and related considerations.

The Preliminary Report of the *ad hoc* Committee (see Item 12.1 in the May 16, 2025 Senate agenda) identified aspects of the proposal that required further explanation, deeper analysis, and contextualization. Feedback was incorporated into the final version of the proposal.

The *ad hoc* Committee noted the following benefits of the proposal:

- The proposal is a model of what can work for Western specifically; each international college in Canada has unique aspects that respond to the partner institution's particular requirements and values.
- The class sizes at ICM and FIC (25 – 35 students) are significantly smaller than first-year large enrolment courses (500 – 1000 students), facilitating success for students adapting to a new culture at the same time as university-level education.
- Within the current direct recruitment system, highly-talented students who otherwise meet Western's entry requirements may not be found eligible because they are missing required prerequisites from the respective curriculum they are following in their country of origin or need to upgrade their degree studies.
- In the Navitas recruitment model, undergraduate applicants who have completed all courses required for direct admission to Western and have an average exceeding a predetermined maximum permitted for WIC will be referred to the Office of the Registrar team. Similarly, any graduate applicant who meets the requirements for direct admission to a professional master's program at Western will be referred to Western for direct entry to the professional master's program.
  - If such a student chooses to attend the WIC for the unique programming offered, they will be required to sign a document to confirm they understand it is their choice to do so.
- Navitas' recruitment infrastructure allows them to connect with prospective students and families on a continual basis throughout the recruitment process. Navitas recruits over 60,000 students from 151 countries each year. This is a scale no university can achieve on its own.
- Alumni of the WIC may be later engaged in student leadership roles or as staff.
- Within the proposal, Western will maintain oversight over academic curriculum, with all curricular courses being taught by Western-hired faculty.
- Wraparound support services will strongly benefit international students new to Canada. Students would take mandatory non-academic courses and tutorials as well as participate in additional programming to help students acclimate to Canadian society.

- Should the proposal move forward, there is a shared desire to explore how WIC students can access programming and services from the University Student's Council (USC) or Society of Graduate Student (SOGS), depending on their level of study. A letter of intent between the SOGS and Western is currently under discussion.

With respect to the professional Master's proposed pathway program, the *ad hoc* Committee noted the following:

- Professional master's programs are specifically designed for re-skilling and upskilling with a greater focus on practical skills and knowledge, preparing students for specific career paths and to enhance their job prospects.
- Graduate programs are limited in recruitment resources given their decentralized nature. The need for partners who can assist is crucial. Expanding professional master's enrolment is a priority for Faculties, but at present, their efforts are constrained by limited resources.
- Offering a graduate program pathway through the WIC would be the only one of its kind in Canada. The demand for professional Master's programs globally is growing.
- FIC formerly had an MEng professional Master's stream; however, it was discontinued when the Simon Fraser University Engineering program encountered challenges with its accreditation (Simon Fraser University, 2022). When the issue was resolved, the FIC pathway was not re-instated as graduate programming was restricted.

The *ad hoc* Committee also discussed and debated the following challenges and risks:

- An International College will take less time to establish than an in-house program, where the latter will take some time and success is not guaranteed.
- In-house models, including English for Academic Purposes, foundation and first-year pathway programs are alternatives. In practice, very few are successful because of a combination of factors explained further below.
- There could be reputational risk to Western should the partnership not be successful. A communications strategy will be required. At the same time, the independent risk assessment highlights that among the options available, an international college poses the lowest risk (see Appendix E of the proposal)
- There could also be indirect negative impacts on Western's rankings. The risk assessment in Appendix E of the proposal highlights the many factors incorporated into international rankings, illustrating that they cannot be reduced to one factor only.
  - Notably, SFU's and UM's QS rankings remained in the same band over the course of their partnerships with Navitas, whereas the Universities of Sydney and Melbourne's rankings increased.
- The committee also considered whether a sixth Navitas partnership in Canada would mean increased competition for international students and at the same

time noted the different universities partnering with Navitas in Canada look for different types of students and have different admission bands.

- Admissions must be defined in such a way that Western's high academic standards are upheld.
- International students may feel isolated in the WIC, but they could also feel supported while they acculturate to Canadian academia, society, and life.
- A partnership may create a two-tier system that is not in the spirit of equity when some first- year students receive more support than others. However, it must also be noted that international students new to Canada don't start from the same position as those who have been in Canada for several years. The additional support would ensure more, not less, equitable conditions.
- International students may face challenges in obtaining housing in upper years.
- Transitional support will be critical as students move into a 2nd year of an undergraduate or master's program.
- Western cannot control the immigration and visa process.
- Students in the WIC may not all complete their program within one year, which introduces additional considerations for their transition.

The *ad hoc* Committee received an unsolicited report prepared by faculty in the Ivey Business Sustainability area with their analysis of the proposed partnership and sought clarification regarding the information provided. Navitas' response included:

- Navitas partnership campuses have grown from 29 in 2018 to 48 today, contrary to what is stated in the report.
- Exits from the United States drove the North American decline in numbers
- Navitas now has 22 partnership locations in Australia, an increase since 2018.
- Navitas also has 18 partnerships in Europe, driven by expansion in Germany and France and new partnerships in the United Kingdom.
- In October 2024, Navitas successfully refinanced existing external debt that was due to mature which saw a reduction and the issue of subordinated debt to shareholders to support future growth opportunities (Marron Group Midco 1 Ptd Ltd, 2024).
- At the EBITDA level (earnings before interest, taxes, depreciation and amortization), Navitas remains profitable.
- FIC (and Navitas as an extension, given FIC is the parent entity in Canada) passed the BC Degree Quality Assessment Board External Organizational Review.
- Investors in Navitas include BGH Capital, the Canada Pension Plan, Ontario Teacher's Pension Plan, British Columbia Investment Management Corporation, Singapore Sovereign Wealth Fund, AustralianSuper and Navitas founder Rod Jones. All are long-term growth investors.

Key Differences between 2020 and 2025 Proposals

In February 2020, a draft discussion document was provided to Senate regarding a proposed partnership with Navitas (see Appendix B). Several key differences are identified between the 2020 and 2025 proposals.

The 2020 proposal contemplated outsourcing academic work, with instructors hired by Navitas. Concern was raised over the lack of university oversight and control over academic curriculum and content, academic quality, and student outcomes.

The 2025 proposal will ensure that faculty who teach in the WIC are recommended through the department and faculty appointment committees and recognized under the UWOFA collective agreement. Western will retain complete control over programs participating in the WIC, the courses offered, course content, student assessment, and quality control (as per Western's Institutional Quality Assurance Process (IQAP)).

The 2020 proposal only contemplated undergraduate recruitment and first-year education through the proposed partnership. The 2025 proposal also includes recruitment for Professional Master's students in order to better prepare them for entry into their graduate programs.

The *ad hoc* Committee recognized that a partnership with Navitas is a significant change for Western – however, it is also an opportunity. In the strategic plan, Western has committed to growing strategically, engaging the world, and creating a more equitable and inclusive Western. The creation of the WIC will contribute to increasing international student enrolment alongside existing direct recruitment methods. The wraparound support model supports academic and personal thriving for all students, fostering a culture of belonging.

Public-Private Partnerships

The *ad hoc* Committee gave thorough consideration to the risks and opportunities around a public-private partnership. Given their complex nature, universities require professional experts in a variety of spaces in order to do their work well. The university sector has public-private partnerships with a variety of sectors in many areas, such as curriculum development, learning management systems (LMS), ancillary services, joint research activities, and research facilities for lease to industry. Examples the *ad hoc* Committee discussed include the use of private for-profit agents in the current direct recruitment strategy, private for-profit platforms, the Management and Organizational Studies commercial aviation pilot training option, the Western Research Park, online curriculum development during the Covid-19 pandemic, and requiring third-party online resources for coursework.

Public-private partnerships also introduce questions regarding the ethics of privatization of education. There may be differing perspectives between Canadian interested parties and families considering an international education for their children. The *ad hoc* Committee discussed the challenges of making assumptions about public-private partnerships without considering the lived experiences of families.

As a publicly-assisted institution, Western has a fiscal responsibility to do everything in its power to deliver a quality education. If the proposal is approved and implemented properly, it was noted that a partnership with Navitas can align with Western's mission and values, allowing prospective students and their families to make informed choices for their education.

Of primary importance is Western's commitment to broadening access to post-secondary education and safeguarding against the outsourcing and privatization of education by ensuring control and oversight over academic work, program and course content, student success and outcomes. Western will ensure that Western appointed instructors teach all programs at WIC to the University's standards and oversee progression and student outcomes, all the while tapping into Navitas' expertise in student recruitment and success.

Alternative Models

The *ad hoc* Committee also reviewed and discussed other international education models, including Western's current direct recruitment practices, English for Academic Purposes programs (EAPs), Preliminary Year programs (PYPs), as well as the pros and cons of other third-party international education providers. An International Education Models report is provided in Appendix C.

Western's Direct Entry Recruitment

Western's international recruitment team covers East and Southeast Asia; the Middle East, Africa, and Europe; South Asia; and Latin America and the Caribbean, participating in over 600 in-person and virtual events each year. Four recruiters and regional managers have been added since 2023, as relationship management is a critical component of recruitment. Western's strategy includes a Recruitment Steering Committee, composed of representatives from each Faculty and members of the Office of the Registrar, that meets regularly.

Since 2020, Western has made significant investments in an in-house model to achieve recruitment goals, spending over $3 million annually on international undergraduate recruitment, including marketing and agent fees. Additionally, almost $5 million has been allocated to scholarships for international students. However, these investments have not reversed the enrolment declines noted above.

International recruitment is resource-intensive, requiring deep expertise in curriculum, regional dynamics, and evolving student preferences. The Office of the Registrar leverages enrolment data, competitor analysis, in-country intelligence, and local partnerships to refine its strategies and measure return on investment (ROI). Regional dynamics further complicate international recruitment. Despite best efforts, the return on investment in direct recruitment remains inadequate. Western's current international undergraduate enrollment is 7.5%, well below the U6 peer average of

18.3%. Western's efforts lag 15 – 20 years behind peer institutions that have long-established international recruitment strategies. The situation is worsened by stricter federal study permit policies and global shifts in student mobility.

Western plans to continue working with agents, another form of public-private partnership. Within agent offices, significant internal resourcing is required on an ongoing basis to keep their personnel well-trained in Western programs and services. Western only works with agents who have undergone accredited licensing and who are reputable. Western pays 15 percent of the first-year tuition for every enrolled student an agent presents.

English for Academic Purposes Programs

EAP programs became a feature for many universities over 25 years ago to respond to a particular need among international students: to enhance English language proficiency infused with skills designed to help students succeed in an academic setting. However, today many international students meet English language requirements outright, and a reduction in student demand has led to a decreased interest in EAP programs across the country.

WELC's yearlong EAP program exemplifies both past successes and current challenges. Over the past decade, enrolments have significantly declined, partly because applicants to the full-year program are not offered admission to a Western degree program alongside their EAP program. The introduction of Provincial Attestation Letters (PALs) has further complicated the pathway.

In contrast, demand remains strong for WELC's two-month English language training "Boost" program, which is directly tied to conditional admission to a Western degree program. The shorter Boost program aligns better with the preferences of today's international students, who increasingly arrive with stronger English proficiency and seek faster, more cost-effective pathways into degree studies.

Preliminary Year Programs

PYPs are pre-university programs that add an additional year (1+4) to the standard four-year undergraduate curriculum. They provide foundational courses in writing, communication, mathematics, and other academic skills to assist students in transitioning to university-level study. Some programs include English language training and options to take academic courses.

Today's international students are more academically prepared, possessing stronger English proficiency and greater familiarity with North American high school curricula. Consequently, most are ready to begin first-year, for-credit university courses immediately, reducing the demand for PYPs. This shift has resulted in the closure of many such programs across North America. Recruitment for PYPs requires distinct

strategies and resources compared to direct degree recruitment, which further adds to costs and complicates their viability. Western's experience reflects this trend.

In-House Programs

In-House programs could be an alternative to the first-year education that Navitas and similar providers offer. Such programs have not been successful in Canada because they require intense investment, go through an extended phase of trial and error, and most often cannot recruit the student numbers anticipated.

Data from efforts undertaken at Western University and former Brescia University College demonstrates that such attempts have been made and that they are unsuccessful. In the former Brescia PYP, now Western's, there were two admissible students for the 2024-25 academic year. Efforts to revitalize the program, including high school outreach this year, have shown a lack of market interest in a foundation year program and an inability to achieve necessary scale. The King's Enhanced Year (KEY) program, which is geared to students requiring English language training, has had similar results. Instead of an additional year of study and related expenses, students are opting for short duration two-month English language training such as WELC's Boost program.

Third-party International Education Providers

The *ad hoc* Committee reviewed information regarding other third-party international education providers. Within the Canadian landscape, currently, Navitas and Kaplan operate pathway programs.

Kaplan is new to the Canadian context, with recent agreements at the University of Victoria and the University of Alberta. While they are work along the same principles as Navitas and are experienced globally, their familiarity with Canadian publicly-assisted unionized institutions is limited. Additionally, there is no senior leadership team available in Canada and no peers to learn from considering the recent agreements.

Other providers considered were Shorelight, AEG, Bridge Education Group, and Cambridge Educational Group (OnCampus):

- Shorelight: A proposal was reviewed in 2020 but not selected due to a lack of Canadian experience. Currently, they are not an option because they are US-based and there are new procurement restrictions.
- AEG: Explored for 2+2 business and engineering programs. Not pursued due to limited revenue potential and concerns over alignment with Western's global standing.
- Bridge Education Group has exited the pathway space and now focuses on corporate and language training.
- Cambridge Education Group (OnCampus): Primarily focused on the UK and EU and thus not explored further.

In contrast, Navitas has partnered with universities in Canada for nearly 20 years. They are a well-known and trusted contact for provincial governments and federal departments and are attuned to the policy environment in which they operate. They have a well-known and respected team of Canada-based senior leaders with decades of experience in international education, post-secondary education leadership, government policy-making, and marketing and recruitment.

Financial Impacts

The *ad hoc* Committee considered the financial aspects of the different models. A report on Operating Budget Simulations: Five-Year Period 2025-26 through 2029-30 is provided in Appendix D.

Since 2020, Western has invested substantially and incrementally in undergraduate international recruitment, including funds for staffing, travel, IT infrastructure, recruitment agents, other third-party services, and scholarships. In 2024-25, it is estimated that $3.3 million will be spent. With respect to direct recruitment strategies, it was noted that substantial resources and expertise were dedicated to Western's agents, however the number of students recruited through agents has declined since 2022-23. It was also noted that institutions seeing more success in international recruitment have stronger brand recognition, rankings, legacy, and ability to invest in student scholarships.

Despite significant investments and recruitment efforts, international enrolment at Western is declining. Western needs to explore other options or will face serious financial pressures and associated risks. Simulations show that should the external environment remain unchanged, and international undergraduate intake sees a small increase (e.g., to 780), remains constant (e.g., at 600), or declines (to either 500 or 400), operating reserve projections will be in a negative situation as early as 2028-29 (see Appendix D, Scenarios 1 – 4). At present, Western expects further declines for the fall 2025 enrollment, potentially as low as 350.

Additional Alternative Models

On May 8, members of the *ad hoc* Committee received an unsolicited report prepared by a UWOFA Task Force on Navitas from the UWOFA President. The document is available on UWOFA's website and proposes alternatives for campuses abroad and study abroad hubs as well as in-house models.

Campuses abroad

The document proposes developing international learning centres abroad, citing comparable models of NYU Abu Dhabi and Shanghai and the University of Nottingham Malysia and China. The NYU Abu Dhabi campus is 45 hectares and cost USD $1 billion

to build (Jimaa, 2014). It depends heavily on support from the government of Abu Dhabi, and this partnership has led to controversies over both academic freedom and human rights (Niles & Dev, 2024; Zamudio-Suarez, 2017).

The University of Nottingham Malaysia is a private university with a campus of 48 hectares (University of Nottingham, n.d.). It is a joint venture with a for-profit corporation, Boustead Holdings Berhad (BHB), which owns 66% (Sharma, 2021). BHB sells a variety of items, including weapons, vaccines, and petrol, and is listed on the Malaysian stock exchange. Its largest shareholder as of 2023 is the Lembaga Tabung Angkatan Tentera, the pension fund for the Malaysian armed forces (Boustead Holdings Berhad, 2023). In 2021, BHB wanted to withdraw from the joint venture, requiring the University of Nottingham to enter into a conditional sales agreement in which they would pay £23.5 million to buy out BHB to continue to operate the campus. In 2022, the Malaysian government confirmed it did not support the deal, requiring the University of Nottingham to try to find a different path forward (University of Nottingham, 2022).

There are also satellite gateway campus hub models, such as the Indiana University Gateway in Berlin (Indiana University, 2025). While successful as a study abroad hub for US students and faculty partnerships, there is little focus on international recruitment (Indiana University, 2025).

Western's Hong Kong Campus

The *ad hoc* Committee discussed Western's Hong Kong campus, which was home to Ivey Business School's Executive MBA program from 1999 to 2008. However, the program was closed in 2008 due to increased local competition and lack of demand, and the campus has operated since then on a much smaller scale, offering short (non-degree) executive programs to local companies. It has experienced financial difficulties, and in 2024 it was relaunched on a smaller footprint.

While this campus has given Western a presence in Hong Kong, it has not achieved the level of visibility desired, and it has not resulted in significant numbers of regional students being attracted to come to London, Ontario.

In House Models

The document also proposed that Western consider designing a foundation year for international students, providing UBC Vantage College as an example. Vantage College cost $127 million to build and proved controversial from the beginning (CBC News, 2014). Enrollment was projected to reach 1,000 students by 2016, however this did not materialize. In 2023, Vantage College had an enrolment of 172 students and underwent a review (Chiang, 2023). In 2024, enrolment declined further to 136 (Sadiq & Averill, n.d.). The upfront investment required for in-house foundation year programs is high, the time to success considerable, and the outcomes uncertain. Western and the affiliate experiences with PYPs and similar in-house programs have yielded the same results: they fail to attract students.

Additionally, expanded on-campus academic supports were proposed. The Writing Support Centre (WSC), WELC, and Western International deliver effective programming, each through expertise in different domains. Support units do not, however, offer degree-credit courses. As much as the units collaborate with interested instructors to embed writing and academic support in classrooms, degree-credit courses in Writing are delivered by the Department of English and Writing Studies.

Western does not include English language acquisition at the level required for admission as a learning outcome for degree programs. Faculties would need to completely revamp their learning outcomes to consider English language training for degree credit. Further, adding additional degree requirements would need to either come at the expense of existing modular learning outcomes or reduce the number of electives, reducing students' ability to combine modules and compromising the flexibility the modular system was designed to provide.

The suggestion to expand programmatic offerings to include credit-bearing English language courses overlooks the critical issue of declining student demand. There are fewer students globally who need intensive English language training and there are more opportunities for applicants to demonstrate they've met Western's English language admission requirement.

A fundamental challenge with each of the above models is that none of them address the recruitment measures required or the diversification of recruitment that is a key part of Western's strategic plan.

Risk Assessment

The *ad hoc* Committee considered a risk analysis prepared by Western's risk assessment team, also shared with the Western community via the proposal (see Appendix E of the proposal). The *ad hoc* Committee determined that the risks identified with respect to the proposed Navitas partnership are acceptable and may be mitigated.

Six areas of risks were identified:

1. Financial
2. Governance
3. Recruitment and Admission Process
4. Student Experience
5. Academic Experience
6. Reputational Impact

The top two strategic risks for Western are related to global engagement: enrolment and Western's profile. It was also acknowledged that both short- and long-term risks must

be managed. Should the partnership go forward, Western, via university leadership and established processes, must update its 2020 due diligence review to mitigate risk.

With respect to the risk of establishing a satellite campus, considering the extensive funds required for investment, the private ownership of the satellite campuses cited in the UWOFA report, and poor outcomes and controversies, the risk of such options is significant. A partnership with Navitas is evaluated as lower risk as it does not require significant, up-front monetary investment from Western.

Risk of Maintaining the Current Course

The information shared above regarding Alternative Education Models and in Appendix C outlines current Western strategies and the challenges the University is encountering. International recruitment requires significant investment of both human and financial resources. Western's late start to strategic international recruitment has made it difficult to progress in a now increasingly competitive environment that others are weathering better because of their long-standing international recruiting presence in countries where students are seeking to study internationally.

Recommendations and Rationale

After thorough consideration and discussion regarding all items in its terms of reference, the *ad hoc* Committee approved a recommendation to Senate to proceed with the Navitas proposal at its May 23 meeting.

The *ad hoc* Committee recommends the following be included in the recommendation to the Board of Governors:

- That Western articulate a thorough data strategy in order to evaluate and report on the partnership and WIC. The data strategy should include:
    - Reporting on admission, student retention, and student progression rates from the WIC to Western.
    - Retention, progression, and graduation rates of former WIC students.
    - A yearly survey of WIC students and instructors.
- That Western's senior leadership team report to Senate and the Board of Governors on the status of negotiations to ensure that Western's governing bodies remain informed.
- That Western negotiate an exit clause in order to protect Western's interests.
- Following the negotiation of an agreement between Western and Navitas, that Senate academic policy be amended, as required, through the appropriate Senate committees.

The risk of inaction is significant. Western does not have the luxury, under the current fiscal circumstances, to invest new resources and develop the expertise that others have been working on for decades (often with mediocre outcomes) in order to achieve

success in time to avert significant financial consequences. With a decline in international enrollment, it is projected that Western will spend its operating reserve within the next three to five years in all planning scenarios (see Appendix D, Scenarios 1 – 4). In a worst-case scenario, Western could have a $147.3 million dollar deficit by 2029-30. To manage a deficit of this magnitude, Western could be forced to reduce expenditures to break even, which could only be achieved by reducing faculty and staff.

Moving forward with a partnership with Navitas will not solve all budget issues but it is an efficient and effective means of meeting our strategic goals for increasing our intake of international students, while at the same time providing some contribution to the University's budget.

Appendices

The following appendices are attached:

A. Site Visit Report
B. February 14, 2020 Senate Agenda Excerpt: "One Element of Western's Internationalization Aspirations: Undergraduate International Enrolments"
C. International Education Models Report
D. Operating Budget Simulations: Five-Year Period 2025-26 through 2029-30 Report

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Appendix A

International College Site Visits: A High-Level Summary Report

A delegation of eight representatives of the Senate Ad Hoc Committee to Review the Navitas Proposal participated in site visits to two international colleges operated by Navitas: International College of Manitoba (ICM at University of Manitoba) and Fraser International College (FIC at Simon Fraser University) from April 13-16, 2025.

The delegation, representing Western faculty, staff and students, toured the facilities of each site and met with international college faculty, staff, students and alumni. They also met with representatives from Navitas Canada.

Participants were asked to record their feedback and observations in response to the questions below. While the Appendix includes all comments, below is a high-level summary of responses:

1. What partnership elements have you seen that would work well at Western?

Proactive Advising & Student Support: Both ICM and FIC offer highly integrated student support models centered on proactive advising, tailored learning assistance, and wellness services. These were seen as possible models for Western, especially if aligned early with Western's services.

Academic Oversight & Quality Assurance: Western faculty overseeing Navitas sections, including hiring, curriculum development, grading, and syllabus approval, reflects the strong academic governance already observed at SFU and UM.

Student Integration & Engagement: Residence life integration, leadership programs, and access to university-wide clubs and services foster student belonging and could enhance the first-year experience at Western.

Dedicated Space & Community Building: Physical spaces for international college students to gather and engage in academic and social activities were seen as key to fostering community.

Institutional Alignment: The Navitas model aligns with institutional missions of increasing access, enhancing diversity, and supporting student success. Western's goals in these areas would be well-served by a similar structure.

Instructional Practices: Small class sizes, 4-hour blocks, and faculty with deep experience teaching international students allow for personalized, effective learning.

2. What positive observations did you have?

Holistic Support Models: Wraparound services—from wellness to academic mentorship—are central to student success and would significantly enrich Western's offerings.

Successful Transitions: ICM reports a 95% transition rate to full-time undergraduate study; FIC boasts the highest retention of transfer students. Students feel supported, confident, and engaged.

Strong Faculty and Staff Commitment: Instructors and support staff at both sites expressed passion for teaching and guiding international students, contributing to a welcoming environment.

Cultural Competence & Diversity: These partnerships support diversity and intercultural competence among students and staff, which aligns with Western's values.

Alumni Engagement: Alumni often return as staff or volunteers, contributing to a strong sense of community and mentorship.

Academic Integrity Maintained: Course rigour, assessment, and expectations match host institutions', ensuring seamless transitions for students and maintaining academic quality.

Institutional Alignment and Impact: Both partnerships align closely with their host institutions values and strategic goals. They contribute significantly to campus diversity, support student success pathways, and enrich the overall university community. The model effectively blends academic rigor with comprehensive support, benefiting international students while enhancing the broader campus environment. UM feels that they did not compromise any of their values as a public university in the partnership; quite the opposite, they feel they enhanced it.

3. What questions or concerns do you still have?

Graduate Program Uncertainty: Both institutions offered limited clarity on graduate-level programming. How these would be designed, accredited, and supported at Western remains unclear.

Recruitment Overlap: How Navitas and Western would distinguish their recruitment strategies and value propositions is still unknown.

Transition & Orientation: Concerns exist about harmonizing Navitas-specific orientation with Western's robust orientation programming.

Support for ESL and Accessibility: Clarification is needed on how Navitas matches Western's accessibility standards and delivers ESL-sensitive instruction without compromising academic alignment.

Balance of Student Streams: The ideal ratio of direct entry vs. pathway students at Western is yet to be determined.

Lessons from Other Sites: There is interest in hearing more candid reflections, especially on challenges or failures from other institutions.

4. What partnership elements would require modification?

Faculty Employment Model: Western would need to align instructor roles with its Collective Agreements, with instructors intended to be members of UWOFA.

Service Integration: Support services (advising, wellness, accommodations) would need to be explicitly articulated as shared or co-delivered to prevent siloed student experiences.

Graduate Admissions: Graduate programs may require new admission pathways, Casper test prep, and special consideration for 3-year undergraduate degrees.

Policy Alignment: Key policies like academic accommodation, code of conduct, and course requirements would need to closely mirror Western's.

Residence Participation: There is strong interest in making residence living a key element of the pathway experience to support social integration.

5. What follow-ups would you like the Committee to undertake?

- Create a comparison chart of alternative models including risks and benefits.

- Review and work through the proposal, section by section, collaboratively.

- Model program pathways, especially for graduate and professional degrees.

- Consult with faculty involved in similar partnerships at other institutions.

- Define specific wraparound services and programming support Western would require.

- Recommend programs to start with based on demand.

6. What follow-ups would you like the Chair to undertake?

- Engage with Navitas on graduate recruitment strategies and clarify existing programs internationally.

- Speak with Western's Office of Indigenous Initiatives to explore partnership opportunities.

- Seek/create case examples of successful graduate pathway programs.

- Obtain and share information on Navitas' relationship with the Ontario government.

7. What conclusions can we draw from these site visits?

The visits to ICM and FIC revealed mature, integrated models of international student support. The partnerships demonstrated how Navitas can customize its model to suit an institution's culture and needs. It appears that Western could build an impactful partnership with Navitas— but it would require careful planning, alignment of values, and attention to areas like faculty employment, graduate programming, and student services integration.

<u>Date</u>	<u>Time</u>	<u>Details</u>
Apr 13, *Sunday*	8:00am	**Meet at south side of Clare Hall**, 271 Ramsay Rd
	10:15am	**DriverSeat shuttle** arrives Toronto Pearson International Airport (YYZ)
	12:15pm	**Air Canada Flight AC263** YYZ to Winnipeg International Airport (YWG)
	~2:30pm	**Shuttle pickup at YWG**
	3:00pm	**Check in to hotel**
	4:30pm	**Walk to restaurant**.
	5:00pm	**Team dinner**
	~7:30pm	**Western team briefing**.
Apr 14, *Monday*	8:00am	**Morning Briefing over breakfast**.
	8:45am	**Shuttle pickup from Fort Garry Hotel** to University of Manitoba
	9:30am	**Introductions & overview** at International College of Manitoba
	10:00am	Meeting with **Greg Smith, Vice-Provost (Academic Planning & Programs)**
	11:00am	**Tour of facilities**
	12:30pm	Lunch with **ICM staff & alumni**
	1:45pm	**Meeting with ICM Faculty**
	2:30pm	**Walk to shuttle** pick-up location; collect luggage
	2:45pm	**Shuttle pickup** for Winnipeg International Airport
	5:20pm	**Air Canada Flight AC 299** YWG to Vancouver International Airport (YVR)
	6:45pm	**Taxi** YVR to hotel; *Taxis located on Arrivals level 2.*
	7:30pm	**Check in to hotel**
	8:00pm	**Team debrief over dinner**

Apr 15, *Tuesday*	8:00am	**Morning briefing over Breakfast**
	9:00am	**Taxi** from hotel to Simon Fraser University
	9:30am	**Intros, Overview & Facility Tour, Fraser International College**
	10:00am	**FIC Programming Showcase & Alumni Meeting**
	11:30am	**Meeting with FIC Faculty**
	12:15pm	**Transit to lunch**
	12:30pm	**Lunch with SFU Colleagues**
	1:30pm	Return to FIC
	1:45pm	**Q&A** with FIC Leadership & Darcy Rollins
	2:20pm	Transit to downtown Vancouver
	3:15pm	**Meet with Peter Hall**, Associate Vice-Provost (Academic)
	4:00pm	**Return to hotel**
	4:30pm – 5:00pm	**Western delegation debrief**.
	6:00pm	**Team dinner**
Apr 16, *Wednesday*	6:15am	Check out of hotel
	6:30am	Taxi from Delta to YVR
	8:55am – 4:24pm	Air Canada flight AC34 YVR to YYZ
	~4:45pm	DriverSeat shuttle pickup, YYZ Terminal 1
	~7:00pm	Arrival at Clare Hall

Appendix
International College Site Visits: All Participant Feedback

Feedback on the Site Visits Overall

What partnership elements have you seen that would work well at Western?

Faculty Feedback

- The proactive advising approach for international students and making it easily accessible to students on a drop in accessible way and that it offers the welcoming and wellness approach to each student. This could be integrated within Western's student wellness as long as it maintains the ease of accessibility.
- Training programs for Western faculty union instructors who teach students in y1 y2 specific to international student learning needs and the full spectrum of wellness, advising and connections.
- Integration of students in the campus life activities, and resources.
- Space for IC students to connect and interact and learn together
- Development of the volunteer programs and student leadership and manager programs
- Committee within the university who manage the academic oversight, grading, review of assessments - these are outlined in the proposal
- Inter college and university committee to support and address issues in the partnership this is in the proposal
- Undergraduate programs:
  - proactive advising
  - flexible course selection and timelines tailored to each student
  - intersection between Western student services and Navitas advising/student services
- student live in residency, interspersed with domestic students.
- International college has dedicated space for academic advising, activities (student and faculty led)
- Western course coordinators oversee the Navitas sections, sign off on syllabus, assignments, grades, etc.

Staff Feedback

- Enhanced Diversity and Global Competence:
  - The Navitas partnerships (ICM and FIC) significantly enrich campus diversity, creating immersive learning environments that benefit both international and domestic students. This diversity fosters intercultural competence. Leadership at both universities shared that the partnerships have enhanced diversity beyond what the universities could have achieved independently, aligning with institutional values and strategic goals.
- Student Success and Retention:
  - Both partnerships demonstrate impressive success rates, with ICM showing a 95% transition rate to full-time programs. FIC reports the highest retention rates among transfer student populations. These outcomes underscore the effectiveness of the pathway model in providing robust academic preparation and seamless integration into university life.
- Comprehensive Student Support:

- o A hallmark of both ICM and FIC is their student-centric support model. Proactive advising, tailored learning supports, and attention to cultural norms contribute significantly to student success. This holistic approach addresses individual needs, enhancing confidence and academic readiness.
- Academic Quality and Innovation:
    - o Both partnerships maintain high academic standards while introducing innovative teaching methods. FIC and ICM offer 4-hour classes accommodate diverse learning styles, and there is consistent quality assurance. Faculty emphasize cultural competence and flexibility in teaching, contributing to a rich learning experience.
- Student Engagement and Integration:
    - o International students at both institutions demonstrate active campus engagement, participating in clubs, activities, and governance. This involvement fosters a sense of belonging and contributes to personal growth. Alumni integration (30% of FIC staff) further enhances the student experience by providing relatable mentorship.
- Positive Student Experiences:
    - o Students and alumni express strong affinity for their respective programs. They highlight the programs' role in facilitating smooth transitions to university life, inspiring academic exploration, and building confidence. The "extreme collaboration" culture at FIC particularly enhances the educational experience.
- Institutional Alignment and Impact:
    - o Both partnerships align closely with their host institutions' values and strategic goals. They contribute significantly to campus diversity, support student success pathways, and enrich the overall university community. The model effectively blends academic rigor with comprehensive support, benefiting international students while enhancing the broader campus environment.
- In conclusion, the Navitas partnerships at both institutions demonstrate a synergistic approach to international education. They not only provide effective pathways for international students but also contribute positively to the universities' diversity, academic standards, and student success initiatives. The overwhelmingly positive feedback from students, faculty, and administration underscores the value these partnerships bring to their respective institutions.
- creating a physical space(s) for the international college students to learn and build community
- integrating Navitas student supports with Western student supports early and as much as possible
- providing extra training to Navitas instructors re: international student needs, and supports available, as well as including "student experience hours" in instructor contracts
- encouraging (is it possible to mandate?) Navitas students live in on-campus residences to foster greater integration/sense of belonging
- ensuring things like code of conduct, academic accommodation, and other policies at the international college match/mimic Western's to ensure smooth transition of students
- include the integrated learning skills (IILS) non-credit course for Navitas students and consider whether we offer a similar course for direct entry international students, as well
- maintain oversight of instructor hiring, curriculum development, syllabus approval, etc. at the Western program level via assigned coordinators
- start small with one or two program pathways and build from there"

Student Feedback

- the pride their alumni have for being a part of the international college resonates with Western's culture
- the wrap around services helps sell the city and the program more for students so they know they can be supported
- faculty feel well prepared and equipped to teach international students
- students have opportunity for volunteer and leadership experiences "

What partnership elements would require modification?

Faculty Feedback

- instructors to be faculty union members, and working within the workload documents of the instructors by unit for those that participate.
- Specific consideration of graduate programs that require additional types of learning spaces and equipment beyond classroom teaching spaces - if volume of graduate students increases beyond current capacity.
- review of admission criteria in graduate programs - some do not accept a 3 year degree for professional programs - special consideration of the Y1 Y2 prep courses and what and how this satisfies a four year equivalent degree,
- Development of program in y1 and y2 at Navitas aimed at support for Casper admission tests. Also demonstration of full course load for two terms is in the undergrad degree this is to know that students can manage a full course load in Masters programs
- employment model for faculty (would be hired through Western, would fall under faculty union)
- graduate program model is not clear

Staff Feedback

- I can imagine our partnership looking more similar to the SFU (FIC) model than the UM (ICM) model
- I think we should be as explicit about the integration of student services as possible in our agreement
- I don't think the international college should be completely separate from the rest of campus where students might never have to engage outside the college
- I think most aspects will need to be modified for Western, but that's really the value of partnering with Navitas; they are prepared to customize program elements for each institution and I think we'll draw from what is working well at other places, as well as what will fit Western's culture
- we'll need to think carefully about how to ensure Navitas is recruiting in different regions or from different applicant pools than our in-house international recruitment team - and that the value proposition for each is clear

Student Feedback

- orientation and general access to student experience initiatives
- grad student programs, very little information provided/ shown
- residence system/ training staff and soph

- our messaging about how long the pathway program might take, it differs quite a lot depending on the student (customization)"

What follow-ups would you like the Committee to undertake?

Faculty Feedback

- Pathway modelling for graduate programs - this is in process
- Consultation with the two faculty members with Navitas on these pathways
- Discuss opportunity: Is there a possibility for the Indigenous Student STEM access program (ISSAP) to take advantage of the Navitas ""missing prerequisite"" courses? What could a synergistic partnership look like?
- What would a Navitas program for professional Masters program look like?

Staff Feedback

- we need to probably see all of the options in a comparison chart to understand benefits and drawbacks; I think this will help committee members (and Senate members) see that we have reviewed alternatives to get to the place of proposing Navitas as a partner
- I think we need to review the draft proposal section by section, as a group, to ensure everyone has had a thorough chance to offer feedback before it is in its final form
- we should have a place for a brief overview of the site visits in the proposal

Student Feedback

- the committee would need to figure out what programs to start with based on demand and marketability
- the committee needs to create a plan for the different warp around services that westerns college would need specifically
- creating a comprehensive schedule for student experience and specific activities throughout the year to foster sense of belonging"

What follow-ups would you like the Chair to undertake?

Faculty Feedback

- Discussion about what has navitas already started in recruitment regarding graduate program need in the current climate of tension in aquisition of international students.
- See above - talk to Christy Bressette and Navitas about ISSAP/Navitas synergies
- talk to Navitas to provide more information on the graduate side: how does this work in other countries?

Student Feedback

- more case examples of grad programs as there was very little data provided of a well supported masters that has been successful
- more information on Navitas' collaboration with Ontario government "

Daily Reflections: International College of Manitoba

What was positive about the meetings you had today?

Faculty Feedback

- Navitas offers exceptional student support and therefore, has exceptional success metrics for the students who go through the international college; they succeed academically and often move on to graduate degrees
- our system is based on students reaching out and finding their way, Navitas' system has highly integrated academic, linguistic, cultural, and social supports that surround students in their first year and prepare them for success. 92-95% of students move into second year and are successful throughout their studies, graduating in good time.
- Students talked freely about their experiences and the way they felt academically supported, but also how they felt integrated from day one. Some talked about the support they received through the college to decide what they wanted to study.
- instructors were interesting; some started as LDs and now have permanent positions because of their service at the international college, some are faculty and teach overload. They all love teaching international students; take pride in their academic success and in their cultural integration and in their confidence as they moved into year 2.
- UM makes a public-private partnership work because they have complete oversight over a. hiring, b. course content, c. quality assurance, d. student success metrics and outcomes.
- Navitas helps them to realize their academic mission, which is partially about access. Students come to UM through the International College who would have not found their way to UM otherwise.
- UM convincingly articulated that they would have neither had the expertise to offer the kind of student support that Navitas specializes in; they would have not had the resources to invest in both the recruitment and the first-year education model; and third they would have no had the runway/ timeline to build this in-house with trial and error under their financial circumstances.
- UM feels that they did not compromise any of their values as a public university in the partnership; quite the opposite, they feel they enhanced it.
- UM highlights that their direct recruitment grew alongside the pathway recruitment
- UM highlighted that their international Office has learned from the IC strategies and approaches to improve their supports for direct entry international students.
- Making a public university partnership with a private ICM is about values of Uof M and the benefits to supporting the Strategic mission and values of the university that of increasing access to diverse students, supporting the goals of development of global learners and expanding the divers student body and the benefits are that these students contribute to society. Navitas supports U of M in building up the name brand of the university, helps build international links. Key to the partnership is the uof M has oversite academically and in making decisions to the hiring of the teaching faculty that have oversite on grading and assessment of students. the network of recruiters also provides the access to potential students. Students shared that the supports and the transition year are essential and important to socialization, belonging and promoting participation in leadership roles that help them use their skills in helping other international students at ICM in many opportunities.   The faculty noted that the students themselves are able to transition with the pre programs and credit courses and that the

supports for intervention and early supports for success are also key to success of students, even if that means they need to repeat some of the pre requistes and courses. Students noted that the transitions are not easy leaving their home countries, and that advise for students get involved, read emails, and participate in activities.

- ICM Support and management of issues for students: The approach to managing student needs and issues related to transition to Canada and academic progression and preparation for admission to UM was very positive, and was identified as a relational and collaborative approach aimed at building student success. Examples of academic support for learning were shared by ICM staff on the 13th and 14th and then triangulated by the student experience and the teaching faculty and instructors in this program as well as the student support team at ICM. The approach was very student/family centred as needed. This observation is important as it speaks to the strength and the integrity and experience of navitas in improving and being responsive to student needs. In addition the evolution to changes in student needs overtime was continuously fore fronted in the year 1 program. Changes were made to support student progression and updating and communications with families.

- Partnership Relationships: UM administration Dean and Provost and ICM administration Director and staff: What makes the partnership work and it's strength is founded on the clear academic autonomy and the way the partnership is structured and enacted to ensure that all admission into UM and all ICM instructors are approved, the grading assessment is rigorously reviewed and evaluated and approved /confirmed by UM. Meetings with the instructors reaffirmed that the same courses that students take at ICM are at the same standards and expectations and learning outcomes as UM students. This was reaffirmed many times across credit courses (that have additional teaching hours 30 min) in ICM and in UM.

- Commitment to student success: The focus on academic standards to meet progression in pass fail and in credit courses was noted by ICM admin and faculty. If students were not able to pass, there is a process to repeat courses e.g. english or a math prerequisite to support learning and competencies. These opportunities are founded in the approach to student centred and contextual needs to build confidence and to acquire the competencies to be successful in the UM courses and programs. If students are not successful there is mentorship and guidance to appropriate programs for students through the supportive counselling.

Staff Feedback
- Enhanced Diversity and Global Competence:
  o The ICM partnership significantly enriches the undergraduate student population's diversity. This diversification creates an immersive learning environment that benefits domestic students by exposing them to a wide array of cultures, perspectives, and global experiences. Such exposure is crucial in developing intercultural competence and preparing students for a globalized workforce.
- Successful Transition and Retention:
  o The impressive 95% transition rate from ICM to full-time undergraduate programs underscores the effectiveness of the pathway model. This high success rate indicates robust academic preparation and seamless integration of international students into the university's mainstream programs.
- Maintenance of Academic Standards:

- o A key strength of the partnership is the unwavering commitment to academic rigor and consistent quality assurance. This approach ensures that the integrity of the university's academic standards is maintained across all programs, including those facilitated through ICM.
- Student-Centric Support Model:
  - o The emphasis on comprehensive student support as a hallmark of ICM demonstrates a holistic approach to international student success. This focus likely contributes significantly to the high transition rates and overall student satisfaction.
- Student Engagement and Integration: Insights from International Learners: the interaction with students from Nigeria, Bangladesh, and the UAE provided valuable insights into the effectiveness of the International College of Manitoba (ICM) program:
  - o Diverse Representation and Authentic Experiences - they were funny, enthusiastic and shared personal journeys in decision making for ICM.
  - o Active Campus Engagement: These students demonstrated significant involvement in university life, participating in student clubs, activities, and governance.
  - o Preparatory Program Efficacy: Students emphasized the role of ICM in facilitating their transition to full-time university studies. This preparation appears to be a key factor in their academic readiness and overall university experience.
  - o Confidence Building: A notable outcome of the ICM program was the development of student confidence. This enhanced self-assurance was attributed to active participation in university life and academic success.
- Private-Public Partnership Rationale:
  - o UM senior leaders outlined a compelling case for a public institution to partner with a private company like Navitas, describing the kinds of questions they asked themselves to determine if the partnership was, and continues to be, a good fit
  - o Is the partnership aligned with the mission of the institution?
  - o Are we supporting these students' success in meaningful ways?
  - o Because there are only so many financial levers an institutional can pull, private partnerships that further the university's vision and connect to its values, can represent a path forward
- Student Success at the Heart of the Partnership:
  - o Every stakeholder we spoke to (current students, alumni, staff, instructors, university admin) underscored the importance of international students feeling supported and set up for success when they transition to 2nd year
  - o The fact that many ICM alumni have gone on to become advisors in the program speaks volumes about their positive experiences and on-going commitment to the college
  - o We learned about a robust constellation of supports for ICM students, including direct engagement with UM staff (e.g., academic advisors) during the transition period between Year 1 and Year 2
- Making Good on Access Goals:
  - o I understood, in a new way, that this partnership allows us to really advance our ideas around increasing access for students and I think we can make this clearer in the proposal

- o Because Navitas recruits students who may not meet the requirements for direct entry, but have the capacity to learn and thrive at Western (with these extra supports), we can open doors for talented students who wouldn't otherwise have access
- o We talk a lot about high entrance averages at Western; however, I also hear colleagues across the institution ask, 'what about other kinds of students? Who might we be missing?' This partnership could give us a practical method for improving access.
- Flexibility and Individualization of the Navitas Model for Western:
- it is clear we will be able to co-create our own international college model for Western, taking the best ideas from other partnered institutions and learning from their experiences to build a program that meets our needs

Student Feedback

- I was impressed with Navitas representatives centralizing students' experience as their main focus with passion and enthusiasm
- Meeting with alumni, administration, and faculty to learn about the logistics of partnering with Navitas
- Learning about the personal experiences of current students including, but not limited to difficulties encountered and personal testimonies of how Navitas has helped them to navigate the different culture and succeed academically
- Navitas representatives took accountability and acknowledged a few problems that have arisen. They have created a pilot program to address this problem and improve in the future
- Affirmation and reassurance about maintaining the academic rigour and quality of the university courses as well as the long term relationship they continue to have from meetings with administrators at U of M
- How enthusiastic the students were about the program
- ICM's self awareness, knowing that sitting around 1000 students is a stable number and works for them based on their current capacity.
- I liked how the Provost recognized that they would not have the ability to support the amount of international students they do without Navitas. They explicitly mentioned how they do not have the marketing and resource capacity to reach the numbers they currently have.
- The willingness to collaborate with the university "
- "- Pathway for students who normally wouldn't get in. Allows an option for these students.
- Lots of wraparound programming (cultural competency classes, life skills for Canada, resource mapping, etc)
- Navitas is able to cover the marketing costs to reach a wider network of students that Western has not tapped into.
- U of M still recruits for direct entry through Navita as well.
- Course content matches the academic rigour on main campus. Same material, same marking expectations.
- Oversight given on courses through both course coordinators and the university.
- Extra time with students + small course sizes make a big difference with these students.
- Attendance big-- students are personally followed up with if they miss class.
- Do not accept students after a 5 year gap, meaning most would be 17-21 years old.
- All support staff are cross-trained (""no wrong door policy"")

- Pre-arrival courses for basics on website, docs, emails (PAS).
- Parent orientation provided online and in person
- Faculty are not unionized when at ICM.
- Loved seeing so many students volunteer and work who were alumni of the program!

What are some questions or concerns you may still have based on what you saw today?

Faculty Feedback

- Learning if the SFU issues are the same or different. Why do students choose to go to SFU? What advice they might give, same as faculty.
- Interested in what may be different at SFU program. UM and ICM have a long term relationship and have evolved a robust program for students overtime. I wonder if there are differences. I also wonder about the UM and ICM programs re there are 3 year and 4 year undergraduate programs and that they not universities with a research intensive focus and if we will find out any information related to the graduate program emphasis for Western, what aspects of these two programs can we take away that would be essential for the graduate student recruitment and success at Western and what will we need to learn more about to identify what we need and what is relevant to keep from these two visits important for both the graduate student recruitment and the undergraduate recruitment.

Staff Feedback

- Questions I still have (for SFU):
  - What changes have been adopted by the institution to better support international students in Years 2 and beyond, once they transition from the Navitas program? Have further investments been made to support units (e.g., academic advising, learning, writing, career) to allow for higher-touch services?
  - How is the additional revenue from international student enrolment used at the institution? Has this changed over time? Have you identified a "formula" that works?
  - Have there been challenges in the partnership that required both parties to sit down and problem solve together? What did that process look like?
  - What did the journey from proposal to approved partnership look like? Where there was resistance, what messaging was most effective? Is there still any resistance and what impact does it have?
- Questions I still have (for Western):
  - How might we underscore the value of our residence life system to international students and families? It appears to be beneficial for students to live on campus and be engaged in campus life in the critical first year. How do we encourage more/most of the Navitas students to make this choice?
  - What additional professional development is needed for our current staff and student leaders to effectively welcome and support an increasing and more diverse international student body?
  - What is our ideal balance of direct entry vs. Navitas-recruited international students?

Student Feedback

- One question that I still have would be the difference between the Navitas partnership with the University of Manitoba compared to the University of Simon Fraser

- o How do the different partnerships benefit respectively? (based on their specializations, student demographic, programs etc.)
  - o What are the advantages and disadvantages of each of these programs?
- Another question I would have is regarding the incentive for students to choose Navitas. What are their recruitment strategies?
- One concern that I would have is that all of the faculty members at U of M stated that there is no room for improvement with Navitas. Considering that learning is a lifelong pursuit and that there is always room for improvement. It is possible that the faculty members had a hard time coming up with ideas at that specific time. I'm curious to hear if the faculty Simon Fraser University shares the same perspective of the partnership as a flawless and perfect model. "
- USC and Western need to create a comprehensive plan as to how we need to prepare for Week 2026 (residence, soph, programming, sessions)
- timing as to when the students get to the city seems to be different for everyone
- obtaining new visas once admitted to the university after seems to be a difficult process for both students and navitas
- What kind of supports would Western need to allow a smooth transition from WIC to UWO? How do we retain students throughout their studies?
- How often do students ever enter ICM even when they have the qualifications for direct entry, and why may they choose that option?
- Since they do not accept students who have been out of school longer than 5 years, does this extend to Master's programs?
- Still not totally clear on accessibility options
- I want to see the differences between campuses, as this one is spread throughout the main campus.
- Still not totally clear on the entire course curriculum options, and specifically how instructing may be tailored to fit ESL students. If it has to match the main campus curriculum, how does it also work for ESL students in ways that are accessible to them?
- These faculty put an emphasis on treating the students the same as other students, but what supports would Western students want to have? Would they want integration, or an international community?

Daily Reflections: Fraser International College

What was positive about the meetings you had today?

Faculty Feedback

- Student support for transition to Canada, the programs and opportunities for students to connect and to participate in FIC with staff and other students. The approach of open doors for and onsite access to a proactive advising program supports students in progression before they have or experience issues. the program fosters relationships with staff the fosters students comfort in reaching out. The approach of starting with wellness in each conversation provides a human centered process in supports and in the conversations when students are not on track or experience academic challenges. Further it is clear that the teaching faculty are supported by the advising staff members as the faculty report absences immediately and if students have issue the faculty direct them to the onsite advising staff.

- The teaching faculty are fully engaged in the focus of student success and support the FIC mission to prepare students for entry into bachelors programs. Faculty feel supported with benefits and have witnessed other faculty be supported in unfortunate life events. The faulty used the word that they 'care' about the students their wellbeing and the development of skills and competences needed and support learning strategies that are tailored to each student needs re math or English language and conversation as well as developing knowledge about academic integrity. The other positive is that the 6 teaching faculty we met with our of 75 have long tenure with teaching at FIC and spoke highly about their commitment to teach in a program with 30 35 students and the positive approach of the 4 hour blocks that provides additional time of one hour to support student learning. These faculty are fully engaged. The teaching faculty are sessionals, they have experience in teaching at sfu and other universities and they teach courses in areas of expertise needed by the Y1 and y2.students adn they bring years of experience in teaching cohorts of international students. Their is a course coordinator who supports and signs off on the course outline, reviews assessments and grading to keep the credit courses aligned with same standards as sfu and to support the coordination of prerequistes and other FIC mandatory courses. The SFU provost identified the strength of the FIC re recruitment network was critical for SFU strategic growth for international students and pointed to the renewals and the ongoing need to continue to revisit goals and needs in the nreal process. The other positive that was clearly identified was that while faculites were able to opt out in the beginning, and some did, however since the begining all but one faculty is participating in the partnership and there is better retention and progression of FIC international students than transfer students.

- The expertise, years of experience and program evolution of Navitas is key to the the ongoing quality assurance of instruction and in the human supports for students.

- "Summary of key reflections across the site visits to ICM and FIC
  - Both programs offer strong and well developed programs to transition students into undergraduate degree programs founded on relational student centred learning and supports. Evident in communications with students, staff and instructors. Staff and instructors 'care' about the students in forming connections,spaces and opportunities to belong.

- o The values of UM and SFU underscore the partnership and the approach to academic standards and the integrity of courses taught for credit are closely monitored for quality and consistency through team review at SM of the grading, assessments and for review of CV's of instructors. This oversight was explained and they have many years in maintaining high standards through partnering and working together. The structures to support the partnerships are designed and tailored at each university.
  - o There is a positive workplace culture at Navitas that instructors recognize as part of the key to their ongoing tenure in teaching, they have benefits and professional development support. They are engaged in the mission of supporting international students into higher education and they reflected on the positivity of teaching in this program.
  - o The instructors teach to their areas of knowledge strength, physics, english, math language, global issues etc. and continuously improve their capacity through their tenure in teaching in the navitas college. This builds capacity of the overall academic program within the college and supports student success"
- meeting with Fraser International students at SFU: students talk about how helpful it has been to be part of the college in their first year, smaller class environment, abundant students services, immediate help through open door policy, immediate, on the spot support, ability to make friends through FIC's extensive student programming, building confidence and feeling protected and nurtured (not segregated); large number of FIC students who engage in the college's leadership program also then become student leaders and volunteers after transfer to SFU proper which speaks for the model and its goal to achieve full integration of international students. and of course, we know from current international students that they lack the courage and most importantly the social and cultural tools to engage and integrate, feeling segregated and often lonely. Navitas specializes in this particular area and their model's success in evidenced in the academic success and social and cultural integration of their students once they leave the college.
- impressed with the extensive services: student advising, student success, student engagement, student wellness. There have been questions regarding what Navitas would do with the first-year tuition. They invest extensively in services for students: academic, advising, holistic approaches to student experience, success and wellness. Their partnership agreements are 10 years, because it take them a number of years to break even.
- Discussions with Faculty: SFU our sources academic work, like UM (which is not what we would do), but predominantly hires at both of the institutions we visited, are instructors who teach both in the university and at the College. the Colleges have a seniority system with many having achieved a higher degree of job security. Instructors are better compensated because of the four-hour block teaching and additional work around tutorials and 1:1 drop in sessions and workshops and men touring. Half of them preferred teaching in the college over teaching at the main campus. all of them were passionate about international students and took pride in their ability to enable access to their university's education for international students. When asked about precarious labour (i.e. limited duties status), they felt the existence of the college secured work for them that they otherwise would not have had.
- we met with the SFU administration. Similarly to UM, they said that they did not feel less of a public university through their partnership with N. Like UM, they feel that the partnership

enabled them to fulfil their academic mission to be accessible to students who desire an education at their institution. SFU reports that students through the FIC stream are superbly prepared and do better than direct-entry international students in terms of retention, progression, and graduation. We requested data which they committed to send.

- Most notably, the SFU administration also stated (like UM) that they would not have had the resources, expertise, and timeline to invest in, mount, and succeed with this type of integrated, tailored, totally developed, highly successful student support program and its 30-year success metrics."

Staff Feedback

- Importance of Integrated Services:
  - o FIC and SFU colleagues both underscored the value of integrating Navitas and institutional student support services from the outset so that students have a seamless experience in accessing critical resources (e.g., advising, wellness, career); as we work on the detail of the partnership agreement, we will want to be explicit about where students will receive services and how the university will work with Navitas, in some instances on co-delivery.
  - o Two key examples of integration for me are: academic accommodations for students with disabilities and student code of conduct. If the international college will operate in a independent manner, the policies and procedures – at minimum – need to be closely aligned.
  - o The image of a relay race has been central for me. When does the baton need to be passed between Navitas and Western? How early on before a student's transition to the university do our staff need to be introduced to the students and connected to the international college staff for a smooth hand off?
- Increasing capacity vs. stretching resources:
  - o Today helped me understand, in a new way, how the Navitas model can support the institution by taking a group of students that have historically over-subscribed to our support services and providing them with an extremely high level of support in their first year. While Navitas staff are giving students the tools they need to succeed in first year, Western support staff can focus on other core priorities. When these students transfer to Western, they will presumably draw on support services to a lesser degree because of the exceptional foundational year they experienced at the international college.
  - o In this fiscal climate, and with a staffing structure often at capacity, this partnership has the potential to actually ease the load for Western staff in these students' first year - and throughout their degree.
- Dedicated, passionate, & experienced staff & faculty:
  - o While this is not entirely different from the current approach we use at Western, as we met with stakeholders at SFU today, it became clear that the instructors hired at FIC were especially passionate about and seasoned in the teaching (and care) of international students. They go beyond the bounds of relaying academic content to help them navigate both FIC and institutional supports. I really appreciated that instructors are expected to participate in additional "student experience hours" for every course they teach (e.g., workshops, tutorials, movie nights + discussions) and have the

            opportunity to act as direct 1-1 mentors with students who seek an additional level of coaching.

- o Many of the staff we met were graduates of FIC and SFU. In conversation with Darcy, Navitas doesn't explicitly recruit graduates for staff positions, but graduates are often so eager to support the program that they volunteer and look for other opportunities to extend their relationship with the program. As we think about starting this partnership at Western, we will want to work with Navitas to ensure some of the initial staff members are graduates of other Navitas-partnered institutions before we have formal graduates of our own to engage.

- Operational Excellence
  - o Alumni Integration: 30% of FIC staff are alumni, fostering a deep understanding of the student experience.
  - o Innovative Teaching: 4-hour classes accommodate diverse learning styles, demonstrating adaptability in pedagogy.
  - o Proactive Advising Model: A tailored support system addresses individual student needs, cultural norms, and expectations.

- Student and Alumni Engagement:
  - o Positive Experience: Strong affinity expressed by current students and alumni.
  - o Academic Inspiration: Programs catalyze academic exploration and personal growth.
  - o Collaborative Culture: ""Extreme collaboration"" in clubs and learning groups enhances the educational experience.

- Faculty Perspective:
  - o Cultural Competence: Emphasis on educator flexibility and understanding of diverse cultural norms.

- Institutional Impact:
  - o Retention Success: Highest retention rates among transfer student populations.
  - o Enhanced Diversity: FIC significantly contributes to SFU's campus diversity.
  - o Alignment with Institutional Values: FIC's pathway model resonates with SFU's commitment to student success.

- This partnership demonstrates a synergistic approach to international education, effectively blending academic rigor with comprehensive student support. The model not only benefits international students but also enriches the overall campus community, aligning closely with SFU's strategic goals for diversity and student success.

Student Feedback

- 30% of staff also alumni
- Students VERY involved, many clubs and opportunities for them to connect with others and skill sets.
- Open door policy, drop in advising, and their own wellness support team (with counsellors) are great. Allow tailored and one-on-one help. Including their crisis management (going with a student to the hospital, for example).
- Students can join SFU clubs, just can't be on exec.
- Important to build connections so students know who to go to. The students we spoke to all mentioned some of these programs.

- Students found living in residence vital for them to make friends on main campus.
- Proactive advising model seems to work well. Instructors being able to flag concerns also allows that.
- The wellness team can provide basic academic accommodations to the student while they wait for assessment.
- The teaching excellence course (faculty) and Sexual Health course (students) both seem like really vital programs to bring to Western if such a partnership were to happen.
- Faculty do get benefits through Navitas at this campus.
- Some students like the separate building for FIC. It is nice that everything they need is in one place, but it is fairly removed from the rest of campus.
- FIC is very organized and well run by experienced personnel
- Large and committed group of alumni that continue to stay involved even after they transfer to SFU
- involvement with the student union allows for FIC students to access the same health care plan and base line involvement with clubs which would be key in supporting their integration to main campus
- in house councillor
- I am very impressed with the faculty and how enthusiastic they were about their roles and FIC, specifically their passion for teaching international students
- Provided more insight into the different student experiences
- The staff roles available to alumni speak about how Navitas have helped and continue to maintain a connection with international students
- Throughout the conversations, many of the students emphasized the importance of community and belonging by having the opportunity to join cultural clubs and committees on main campus
- -Many students also spoke about the opportunities they were able to seize (i.e., co-op, internships, student leadership positions) who otherwise may not have been admitted to their respective programs
- Continued relationship with FIC students and emphasis of staff roles available to alumni have further demonstrated Navitas' commitment to the student experience
- Heavy emphasis on the alignment of policies with respective universities was reassuring
- Wellness services available at Navitas would enhance the excellent services and resources available at Western University, effectively furthering the Towards Western at 150 (e.g. GBSV, teaching excellence, student advisement). Additionally, these programs are not limited to the international students from Navitas and could address the needs of international students at Western University
- Additional reassurance over the quality and approval of the academic rigour at SFU as faculty maintain the same expectations and all courses are to be approved through Senate
- A few initial concerns regarding the "perfect" system were subsided as faculty did speak more about some language barriers as well as other desires for a perfect program (if there were unlimited funds) i.e., support in the classroom with teaching assistants etc."

What are some questions or concerns you may still have based on what you saw today?

Faculty Feedback

- More about how the pathways and programs for graduate students may work and how their may be innovations in the partnership to support graduate pathways
- we need to work through the details of the proposed professional masters' program, using concrete examples and different student types.

Staff Feedback

- My questions are more geared toward how we might implement this program at Western:
  - what have we learned/liked from UM and SFU that we will integrate into our model?
  - what specific components need to be articulated in our proposal for Senate vs. our partnership agreement vs. future planning documentation?
  - what and how many courses or programs will we include when the program launches?
  - do we need to include the Professional Master's program recruitment as part of the initial agreement or can that be added at a later time (do we consider this in 2 phases?)?
  - can we adjust our academic schedule/course offerings in such a way that we could allow for 3 entry points into 2nd year for Navitas (and other) students?

Student Feedback

- How could we do a master's that would work? Theirs did not work because of small cohorts and accreditation loss. But we couldn't get a clear answer on how this program would function at Western.
- Their own alumni work for FIC. What would we do when we don't have any alumni at the start at Western. How do we match this great international connection the students have with the advisors and staff?
- How would orientation work at Western? Western has such a robust orientation, and we would need to find ways for such students to both have individualized Navitas orientation as well as the one we offer to all Western students.
- Vice provost pushed that have multiple pathways for students is key. How would we achieve this?
- I am still not sure how this would work for graduate students as both institutions don't currently have examples they could show us
- would like to know if these programs failed? can the services be as comprehensive as the undergraduate services
- What works for FIC should not be the exact adaptation that Western uses, we need be creative in our implementation
- One question that I still have, based on the meetings today, concerns graduate studies. I would like to see a refined report on what this would entail, what the exit points would be, and which specific master's programs could potentially be involved.
- Throughout the meetings, I have heard that this program previously existed at SFU, but there were no additional details provided. Despite the fact that SFU is in a different province in Canada and they do not have the same level of graduate programs, it would be valuable to hear about what did not work. Furthermore, a case study or sample proposal from a department conducting a professional graduate program would be extremely valuable. "

Appendix B

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One Element of Western's Internationalization Aspirations:
Undergraduate International Enrolments

Draft – February 6, 2020

A. Background: Strategic Plan Priorities

Western's current Strategic Plan's title – *Achieving Excellence on the World Stage* – signals the University's determination to raise its profile among globally pre-eminent universities.
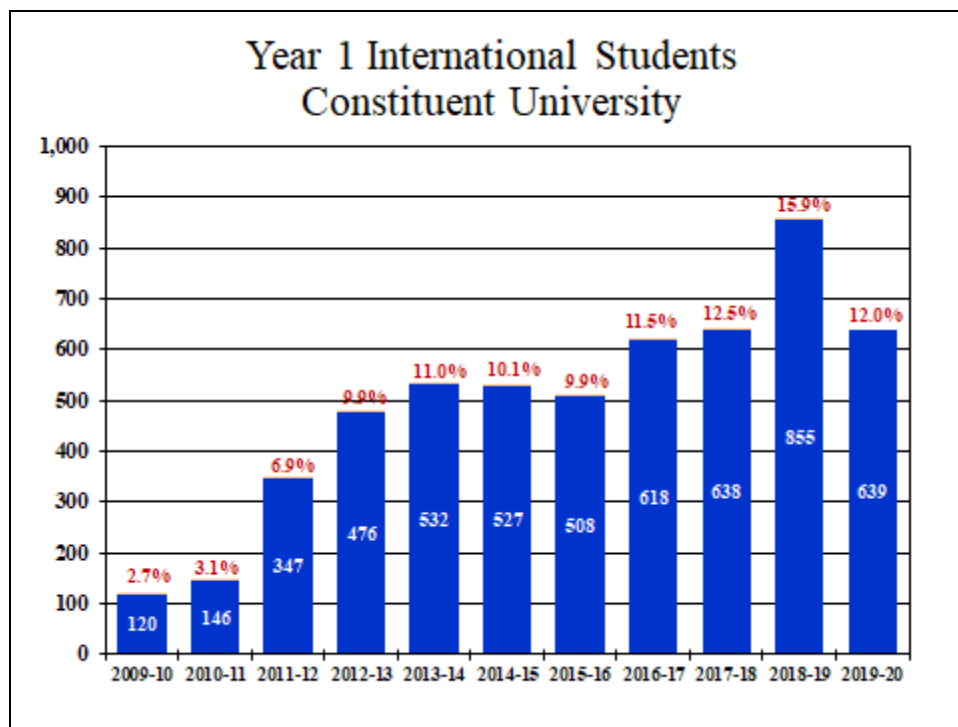
The plan clearly states that, by raising our University's national reputation and international profile, we will be able to recruit and retain the world's brightest students.   Western's vision – as laid out in the Strategic Plan – is: **Western will be a destination of choice for the world's brightest minds seeking the best learning experience at a leading Canadian research university**.   The Strategic Plan also sets the following specific targets against which progress toward our goals can be monitored:

- Attract the brightest students as demonstrated through the highest entering grade average among Canada's leading research-intensive universities.
- Achieve the highest student retention and graduation rates among Canada's leading research-intensive universities.
- Increase international undergraduate student enrolment to at least 15% of the undergraduate student body.

B. Progress To-Date

Prior to 2011-12 – and starting in the mid 1990's – undergraduate enrolment planning at Western focussed on increasing student quality and educational quality, with the objective of increasing entrance standards, retention rates, and graduation rates.   During that period, Western made substantial progress such that our entrance standards, retention rates, and graduation rates were among the highest in the province.   In 2011, the University started to develop plans to expand the international component of undergraduate enrolments – with the understanding that we will not compromise the quality-related objectives that were achieved during the previous 15-year period. The creation of Western International in 2011-12 as a new budget unit signalled our commitment to undergraduate international enrolments as one element of our internationalization aspirations.   As noted above, the 2014 Strategic Plan set out specific objectives with regards to undergraduate international enrolments.

The proportion of international students in our incoming first-year class steadily grew – from 3% in 2010-11 to about 10% in 2015-16.   The growth continued to the 12% range between 2016-17 and 2019-20, with an unexpected bump to nearly 16% in 2018-19.

Year 1 International Students Constituent University

| Year	Students	Percentage
2009-10	120	2.7%
2010-11	146	3.1%
2011-12	347	6.9%
2012-13	476	9.9%
2013-14	532	11.0%
2014-15	527	10.1%
2015-16	508	9.9%
2016-17	618	11.5%
2017-18	638	12.5%
2018-19	855	15.9%
2019-20	639	12.0%

This significant growth in such a short period of time was possible through the collaborative recruitment efforts of Western International, the Registrar's Office, various academic units, recruitment in private high schools in Ontario/Canada, recruitment of off-shore students through contracts with private recruitment agents in other countries, and partnerships with third-party (private sector) ESL providers and the Western English Language Centre (WELC) operated through our Faculty of Education. While this achievement was remarkable, some concerns have surfaced in recent years regarding the distribution of both the source (by country of origin) and destination (by program) of our incoming international students. In fact, in 2018-19, due to an unexpected jump in confirmation rates, nearly 50% of the incoming class in our DAN-MOS program was international students and our total first year class comprised of nearly 16% international students. In addition, in the most recent years, about 75% to 80% of the incoming international students come from a single country and nearly 80% enter three (of eleven programs) that have first-year direct-entry admissions.

As a result of these distribution concerns (source and destination) – and in direct response to a request from the Faculty of Social Science regarding the DAN-MOS program as well as consultation with the Deans of the other Faculties offering direct-entry programs – the University planned to "take a step back" and reduced the intake level in 2019-20. As shown in the above graph, our first year international intake was reduced to 639 (or 12% of the incoming class) in order to re-think our plans/efforts to address the "distribution concerns".

Source of 2019-20 Full-Time First-Year Undergraduate International Students at Western (Total = 639)

16.9%
2.7%
5.6%
74.8%

■ China   ■ India   ■ S. Korea   ■ All Other
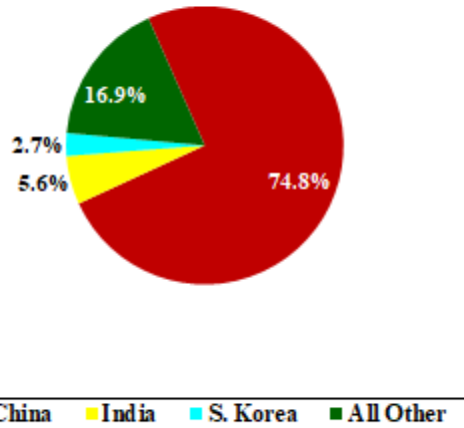
Destination of 2019-20 Full-Time First-Year Undergraduate International Students at Western (Total = 639)

9.4%   27.9%
5.2%
9.5%   27.1%
21.0%

■ Science   ■ MOS   ■ Social Science   ■ Engineering   ■ FIMS   ■ Other
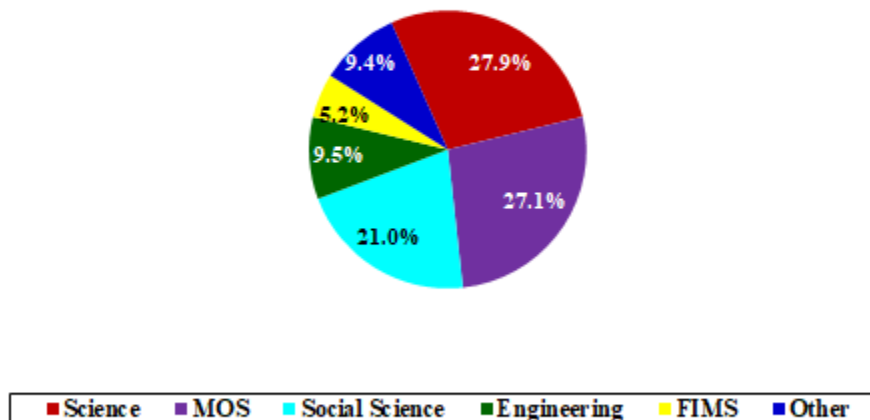
C. Looking Forward – Options for International Enrolment Planning

As we look ahead, undergraduate international enrolment growth continues to be a priority as part of our overall internationalization aspirations – and, we are looking to meet and exceed our Strategic Plan objective of "at least 15% of the undergraduate student body".   We are currently at approximately 12% international undergraduate students and we intend to increase that proportion to a competitive level with other comparator institutions, in the approximate low 20's% range.

It should be noted that our aspirations for undergraduate international growth does not reduce the spaces for domestic students in our first-year programs.   While the current government funding system does not provide incremental grant funding for domestic enrolment growth, we do have to maintain the current level of domestic enrolments in order to receive the overall level of provincial grant funding.   In fact, at Western, our enrolment planning would include modest growth in domestic undergraduate enrolments – in areas of high demand.   Therefore, any growth in international enrolments will lead to overall enrolment growth.

Over the past two planning cycles, we have been exploring our options for diversification of undergraduate international student body – both source and destination.   Two options are under consideration:

1. *Invest substantial incremental resources to expand our own/internal recruitment infrastructure and directly recruit in all parts of the world and/or contract with more private agents in other countries.*   We believe this approach would be very expensive with no guarantees for success – in terms of numbers and the diversification objectives. All universities in Canada and around the world are competing aggressively for international students and these universities are also working with the very same agents that we would look to contract.   As noted above, our successes in the early years (between 2011 and 2018) were due to the large inflow of students from a single country and into three specific programs.

2. *Explore the concept of an international college with an articulation agreement model where Western would have academic oversight for the course content and student assessment.*   Western would continue with current levels of our own recruitment and explore the possibility of a pathways-type partnership with a private organization to support further enrolment expansion.   Navitas is such an organization that has established successful arrangements around the world, including two universities in Canada.   Navitas has a very large recruitment infrastructure (4500 recruitment agents in 70 countries) and has the ability to recruit students that are in line with our quality and diversification requirements and objectives.   Western would not be able to duplicate anywhere near the Navitas infrastructure, expertise, capabilities, and success – definitely not in the short- to medium-term.

D. The Navitas Partnership Option: Issues and Considerations

Based on early discussions with Navitas, our understanding is that a proposed partnership with Navitas (if there is one) would operate as follows:

General Structure of the Pathways Partnership

1. Navitas would set up a private International College in/near the University campus – and recruit international students into Western-approved first-year pathways. Western International, Registrar's Office (Admissions) and Navitas officials will establish and maintain close communications and coordinate efforts where appropriate (e.g., recruiting strategies, international student services).

2. Students who successfully complete the first year at the International College may be admitted into second year programs at Western where there is capacity and for which these students have met the necessary requirements – through a pathways-type transfer arrangement. This transfer arrangement is similar to upper-year transfers coming into Western after completing studies (year 1 or higher) at other universities in Ontario, Canada, and other countries – or from other educational institutions with agreed-upon transfer credits from accepted courses from those other institutions.

3. Navitas is a private for-profit organization. We currently work with various similar organizations and individuals. Our preliminary assessment indicates that Navitas is committed to student-centered service-oriented delivery of its programs that leads to student success in the form of high retention and graduation rates.

First-Year Admissions and Entrance Standards

4. Navitas would manage admission to the International College. However, Western will approve entrance standards. The minimum (final grade) entrance requirement into the International College would be slightly below Western's current minimum entrance requirement of 83.5%, with a goal of no lower than 81% for pathways into the Constituent University .

5. The International College entrance requirement would still be above the minimum first year admission requirement of many other Ontario universities (from where we admit upper-year transfers).

Courses Offerings and Associated Quality Controls

6. The first-year courses offered at the International College would be Western approved courses (i.e. by the relevant Faculty/Department/Program).

7. For each course, Western would approve the content, curriculum, assessment/evaluation mechanism, and grading approach.

8. Courses at the International College would be offered in small classes (maximum 40) and have additional in-class contact hours than the comparable course at the university.

Instructors for the Courses

9. Instructors would be hired by the International College – and would not be part of the Western faculty bargaining unit unless their teaching at the Constituent University makes them part of the bargaining unit.

10. The instructors would be vetted by Western (i.e. by the relevant Faculty/Department/Program).

Arrangements and Standards for Possible Progression into Year 2 at Western

11. Students from the International College would be accepted into a second year program at Western if and only if there is capacity in the program and if the students meet the upper-year transfer grade requirements. The International College would counsel students who may not be able to get into their preferred program at Western or the affiliates.

12. The proposed requirement (for admission into second year at Western) is an average grade of 70% in five first-year qualifying courses at the International College. The proposed requirement grade threshold would be reviewed annually based on student experience and success. This grade requirement is consistent with Western's Transfer Credit policy.

Graduation Rates of International College Students

13. Our agreement would require that the graduation rates of the pathways students coming from the International College be similar to those of our direct-admit international students who progress into second year.

Diversification – Source and Destination

14. The International College would set limits of its students from any one country. This requirement would ensure that the profile of the potential future upper-year transfers to Western would be diverse in terms of home country.

15. In addition, over a 3 to 5 year period, the International College would admit the numbers of students that are aligned with Western's program-specific enrolment needs – which

would be based on direct input from the Deans of the Faculties, in consultation with Departments and Programs. This component would ensure that our program-based diversity objectives are pursued/achieved.

16. Students admitted to the International College are recruited for the sole purpose of the pathways transfer into Western and its Affiliated University Colleges. It is understood that there may be situations that a student chooses to attend another university after completion of first year at the International College. The pattern of student flow would be tracked on an annual basis – and if the expected majority flow to Western does not materialize, then discussions with Navitas will be undertaken and the partnership may be terminated.

Financial Matters

17. Tuition fees for first year students at the International College would be similar to the first-year international tuition for Western programs – and the tuition would be collected and retained by the International College. All costs associated with the delivery of the first-year program/courses would be covered by the International College.

18. Navitas would pay a "royalty" to Western from its tuition fee revenue – to cover the costs of space/facilities, collaboration in the areas of advertising/recruitment, and the resources made available by the Faculties/Departments/Programs in areas such as course planning, curriculum/content reviews, and other academic planning related matters. At Western, our intention is to flow the royalty revenues (net of the costs associated with space/facilities or administrative unit direct costs) to the Faculties/Departments/Programs – based on enrolment levels.

19. The International College students would also pay the Western student ancillary fees – which would be flowed in full to Western. Western's student services (funded by ancillary fees) would be available to the International College Students. Examples include use of recreation facilities and participation in intramural sports. Participation of International College students in services/clubs offered by the University Students Council (USC) would be an outcome of discussions with the USC.

20. When the International College students come to second year at Western (as upper-year transfers), tuition would be collected and retained by Western. We expect these to be incremental revenues to Western – and we would share these with the Faculties through our standard revenue sharing systems. *Note that the revenue sharing systems would be reviewed as part of the University's next multi-year plan, which would start in 2021-22.* Through the revenue sharing systems, the Faculties would be provided incremental revenues – and these revenues would be part of the University's integrated planning process for Faculties and Support units, which includes enrolment plans, budget plans,

faculty/staff complement plans, and space/facilities needs. Western will also bolster some of our bursary and scholarship programs for both international and domestic students with some of the incremental revenue.

Infrastructure – Space/Facilities

21. The International College would be provided space/facilities on the Western Campus. As noted above, the University (as part of the royalty payment) would recover the full costs of the space.

22. As indicated earlier in this document, our planning for growth in international undergraduate enrolment will lead to growth in overall enrolments at Western – which would require expansion of our physical infrastructure. Our long-range space planning would incorporate such infrastructure needs.

Length of Contract, Annual Monitoring, and Mid-Term Review

23. The contract with Navitas would be for a 10-year period – with a full mid-term review at the end of 5 years.

24. The mid-term review would include detailed metrics on student flow to Western from the International College, student diversity (source and destination), and student performance in each year of study, and graduation rates.

25. In order to ensure that there are no surprises during the mid-term review, we would have annual reviews that would allow us to make the necessary adjustments to meet the University's academic and quality requirements.

26. If the partnership does not meet agreed-upon goals, Western reserves the right to require remedial actions up to and including termination of the contract.

27. The overarching principles of any arrangement with Navitas would ensure that Western has full oversight/control of student quality and educational quality – and the proposed metrics would allow us to track quality-related outcomes/expectations.

Appendix C

International Education Models

While direct recruitment has been Western's primary method for attracting international students, other alternative models have been explored here at Western and across Canadian universities. These models include engaging third-party providers, English for Academic Purposes (EAP) programs, Preliminary Year models and in-house international college models. Below is a discussion of these models, focusing on their relevance, effectiveness and sustainability in the current global context.

In 2020, when a different Navitas partnership model was proposed, Western opted to continue with its in-house international education approach. This decision led to several additional strategic investments, including intensifying student recruitment, enhancing the Western English Language Centre (WELC), expanding into our Preliminary Year program (then offered at Brescia University College), and building resources and capacity within Western International. The following sections explore each of these elements in greater detail, including the associated costs and their relative effectiveness, taking into account today's evolving global landscape.

1. **Western's direct-entry recruitment (led by the Office of the Registrar)**

Since 2020, Western has intensified its efforts in direct international recruitment, expanding its international recruitment team from four to nine recruiters and actively operating in more than 20 strategically important countries.

What does international recruitment look like?

Western's recruitment team covers East and Southeast Asia; the Middle East, Africa, and Europe; South Asia; as well as Latin America and the Caribbean. The team participates in over 600 in-person and virtual events each year, targeting students, families, counselors, agents, and schools.

Since 2020, Western has invested over $3 million annually in recruitment, including marketing and agent fees. Additionally, more than $6 million has been allocated to international scholarships over the past three years, and four recruiters and regional managers have been added since 2023. Yet, the impact has not reversed enrolment declines: international undergraduate enrolment has decreased by 780 students since 2020–21, equating to approximately $40 million in lost revenue.

Further, while COVID-related impacts and the cap on Provincial Attestation Letter (PALs) may not last forever, the lack of established recruiting infrastructure makes it challenging to recover to past enrolment levels let alone grow to Western's stated goal of 20 per cent international enrolment.

Deep expertise required

International recruitment is resource-intensive, requiring deep expertise in curriculum, regional dynamics and evolving student preferences. The Office of the Registrar leverages enrolment data, competitor analysis, in-country intelligence and local partnerships to refine its strategies and measure return on investment (ROI). The scale of the work is significant. The recruitment cycle follows a structured annual timeline: raising awareness (Aug–Nov), assisting applicants (Dec–Jan), supporting admitted students (Feb–May), and preparing incoming students (June–Aug). Given the breadth of regions covered and the volume of activity, staff typically spend only six to eight weeks per year on the ground in each region, limiting opportunities for sustained engagement.

Regional dynamics further complicate international recruitment. For example, in China, Western companies collaborate with in-country representatives while navigating shifting student mobility trends and rising economic pressures. In India, despite recent progress, diplomatic tensions and federal policy changes have significantly affected application and registration rates. These challenges reflect broader geopolitical, economic, and demographic shifts—not shortcomings in Western's recruitment strategy, but an ongoing need for adaptive investment. For 2025–26, a key focus will be on improving yield from Offers to Confirmations.

Five-year review of results

Despite our best efforts, the return on investment in direct recruitment remains inadequate. Western's current international undergraduate enrollment is 7.5 per cent—well below our U6 peer average of 18.3 per cent. The situation is worsened by stricter federal study permit policies and global shifts in student mobility. Western's efforts still lag 15-20 years behind peer institutions that have long-established international recruitment strategies.

Given the limitations of the current model, Western must explore complementary approaches that provide consistent, multilingual and year-round engagement with prospective students. A third-party education and recruitment provider like Navitas would expand Western's global reach, enhance conversions from application to registration, and help fully utilize allocated study permits, i.e., Provincial Attestation Letters (PALs). This would augment—not replace—our recruitment efforts.

2.   **English for Academic Purposes (EAP)**

English for Academic Purposes (EAP) Programs became a feature for many universities over 25 years ago.

EAP programs responded to a particular need among international students: to enhance English language proficiency infused with skills designed to help students succeed in an academic setting. However, today many international students meet English language requirements outright. English

is now widely taught in high schools abroad, and more universities worldwide offer their programs in English, often partnering with English-speaking institutions.

This global shift is particularly evident in key sources of international students, such as China and India. For instance, China, Western's largest source of international students, now boasts universities and regional education hubs that provide English-language programs in collaboration with institutions from Europe, Australia, and North America.

The reduction in student demand has led to a decrease in interest in EAP programs. Furthermore, most EAP programs add a full year to degree completion, and 68 percent are non-credit, often perceived as remedial and disconnected from academic faculties, which makes them less appealing to today's students (Corcoran, 2022).

While demand has plummeted, the EAP market in Canada remains highly saturated, with 236 programs nationwide and over half based in Ontario. Nearly 20 per cent serve fewer than 100 students annually, making it increasingly difficult to achieve scale or differentiation (Corcoran et al., 2022).

This national picture is reflected at Western. Our Western English Language Centre (WELC) yearlong EAP program exemplifies both past successes and current challenges. Initially outsourced to the for-profit provider Culture Works, the program saw strong enrolments and generated revenues that supported academic priorities across campus.

Over the past decade, however, WELC has operated in-house without external support. Enrolments have significantly declined, partly because applicants to the full-year program are not offered admission to a Western degree program alongside their EAP program. The introduction of PALs has further complicated the pathway: students in non-degree EAP programs now require both a PAL and multiple study permits—an impractical approach for institutions aiming to maximize degree-seeking international enrolments.

In contrast, demand remains strong for Western's two-month English language training "Boost" program, which is directly tied to conditional admission to a Western degree program. The shorter Boost program aligns better with the preferences of today's international students, who increasingly arrive with stronger English proficiency and seek faster, more cost-effective pathways into degree studies.

3. Preliminary year programs

Preliminary Year Programs (PYPs) are pre-university programs that add an additional year (1+4) to the standard four-year undergraduate curriculum and do not include admission to a degree program. They provide foundational courses in writing, communication, mathematics, and other academic skills to assist students in transitioning to university-level study. Some programs include English language training and the option to take academic courses toward first-year requirements.

Today's international students are more academically prepared, possessing stronger English proficiency and greater familiarity with North American high school curricula. Consequently, most are ready to begin first-year, for-credit university courses immediately, which reduces demand for PYPs. This shift has resulted in the closure of many such programs across North America.

Recruitment for preliminary years requires distinct strategies and resources compared to direct degree recruitment, which further adds to costs and complicates their viability.

Western's experience reflects this trend. The Brescia Preliminary Year program once attracted strong international interest but has experienced a steep decline in enrollment over the past three years, despite targeted recruitment efforts before and after integration. The added requirement of a Provincial Attestation Letter (PAL) has only intensified the challenge. The King's Enhanced Year (KEY) program, which is geared to students requiring English language training, has had similar results and will not be offered next year. Instead of an additional year of study and related expenses, students are opting for short duration English language training that does not add time to degree completion.

4. In-house first-year international college

Some universities that built international recruitment capacity decades ago also experimented with operating their own first-year international colleges. These initiatives provided integrated support and academic programming for international students transitioning into university life. However, their track record has largely been marked by underperformance and financial strain.

One of the first in-house first-year programs in Canada is Vantage College at the University of British Columbia (UBC). Established in 2013, the model is similar to what is proposed through the Navitas partnership, offering international students an integrated learning environment alongside some of the supports that Navitas would have in place. UBC channeled major resources into developing this model, yet the program struggles to remain viable. Designed to accommodate 750–1000 students, enrolment fell to just 172 students by 2023–24 and further declined to 136 in 2024–25. A 2023 review narrowly avoided closure by recommending a significant scale-back of academic streams—from four to two. This stark failure highlights the inherent risks of attempting to create an international enrollment strategy from scratch rather than working with established pathways or partnerships. If a globally renowned QS top 100 institution like UBC cannot sustain such a program, smaller or lower-ranked institutions face even greater challenges. This underscores the importance of leveraging third-party expertise to navigate the complexities of international student recruitment and retention.

Another example is Toronto Metropolitan University (TMU), formerly known as Ryerson University. In 2013, TMU explored a partnership with INTO University Partnerships, which promised rapid growth in international enrollment through a 25-year contract, a dedicated new building, and comprehensive support services. A team went down to South Florida, an early adopter of INTO who

relied on them to build their international recruitment, admissions, ESL programs, and student services support from the ground up and achieved considerable success.

After deliberating, TMU opted for an in-house approach, seeking to leverage institutional subject matter expertise. In 2013, it launched the Ryerson English as a Second Language Foundation Program (RESLFP), which saw modest growth—from 26 to 217 students (Toronto Metropolitan University, 2021). To further expand international enrolment, the university entered into a partnership with Navitas in 2020.

Running such initiatives requires substantial investment in facilities, staffing, and marketing, with no guarantee of returns. Third-party providers, by contrast, often shoulder the financial burden and bring proven models that reduce institutional risk.

Other in-house programs nationwide also had to close due to accumulated debt. A notable example is the University of Calgary, where the program was run out of the Faculty of Education.

The struggles faced by institutions in major metropolitan centers across Canada demonstrate that universities lack the specialized expertise necessary to run such units and that trial and error, failure, and restarts are the norm for in-house first-year international colleges.

5. Third-Party international education providers

Third-party providers play a crucial role in the recruitment and education of international students, especially during their first year, often through a dedicated international college on campus.

These providers have extensive, established global **recruitment networks**—networks that would take us decades to build ourselves. By leveraging their infrastructure, universities gain access to students from around the world, enhancing campus diversity and international reach.

a. How International Colleges operate

International colleges, in partnership with global education providers, deliver students' first year of study. It is up to the universities to shape their relationships with the global education providers. The models that we at Western would be interested in include:

- Existing faculty teach credit-bearing courses, ensuring academic integrity, oversight and consistency with university standards.
- Western programs and departments that oversee program quality, progression standards and instructor hiring.
- Transition into second-year university programs occurs only when students are academically ready.

What distinguishes the Navitas model is the comprehensive support students receive, including:

- Additional tutorials, workshops, and cultural orientation programming.
- Tailored guidance for adapting to Canadian academic, cultural, and social norms.
- Comprehensive academic advising, student success mentoring, and wellness support.

These wraparound supports are a fundamental strength of international education providers—something we would gain access to by collaborating with an experienced organization.

b. Program model and timeline:

Students typically spend **three to four semesters in the International College, which comprises** a 12-month Year 1 that includes fall, winter and spring. This is followed by Years 2–4 in the mainstream program. All four years occur on campus, ensuring continuity and complete integration into the academic community.

c. The Canadian landscape: Currently, **Kaplan** and **Navitas** operate pathway programs in Canada:

- **Kaplan** is new to the Canadian context. They are an Australian company with very recent agreements at UVic and the University of Alberta. While they are experienced globally, their familiarity with Canadian publicly funded, unionized institutions is extremely limited. They have no leadership team on the ground in this time zone. Our initial conversation revealed exactly that: their understanding of the Canadian context, campus unionization, and collegial governance is still limited; there is no senior leadership team available here in Canada, and there are no peers to learn from considering the recent agreements.

- **Navitas:**

  - **Long-term results are crucial**: Navitas has partnered with public universities for 30 years globally and nearly 20 years in Canada, boasting an impressive track record for students and their university partners.
  - **Canada and Ontario experience**: Navitas is deeply familiar with and respectful of the university culture in Canada and the dynamics that underpin its values. The organization has established long-term relationships throughout the country and is attuned to the policy environment in which it operates.
  - **Strong Government Relations**: Navitas is a well-known and trusted contact for provincial governments and federal departments, including Ontario's Ministry of Colleges and Universities (MMCU) and Immigration Refugees and Citizenship Canada (IRCC). They have a proven track record of navigating complex regulatory environments and building trust with policymakers. Their established presence in Ontario speaks to their credibility and success.

- **Large Canadian ownership**: Three of the largest equity owners of Navitas are the Ontario Teachers' Pension Plan, the Canadian Pension Plan, and the British Columbia Investment Trust. This makes Navitas the most "Canadian-owned" of any potential partner, meaning that its success supports Canadian pensions. It is over 50 per cent Canadian owned.
- **Extensive due diligence**: Western has previously engaged in an extensive due diligence process with Navitas, examining its ownership, structures, operations, financial health, and more. Based on this review, we were able to verify the credibility of its claims and have confidence that they would be a superior partner option for Western, should this partnership move forward and be approved by the Senate and Board of Governors.
- **On-the-ground knowledge and readiness**: Unlike any other provider in Canada, Navitas boasts a well-known and respected team of Canada-based senior leaders with decades of experience in international education, post-secondary education leadership, government policy-making, and marketing and recruitment. This deep bench strength offers unique knowledge, quick access, and readiness to advance partnerships and troubleshoot emerging issues.
- Navitas is **not primarily a recruitment company**; it is an educational institution. Unlike its competitors, it recruits for its university partnerships where it collaborates in delivering high-quality education.

Navitas stands out for its scale:

- 320+ recruitment staff in 27 countries.
- 2,100 recruitment partners.
- Reach into 151 countries, with 24/7 support in local languages, time zones, and cultural contexts.

Other Providers Considered

- **Shorelight**: The proposal was reviewed in 2020 but not selected due to a lack of Canadian experience; Western was unwilling to act as a pilot. Currently, they are not an option because they are US-based and there are new procurement restrictions.
- **AEG**: Explored for 2+2 business and engineering programs. Not pursued due to limited revenue potential and concerns over alignment with Western's global standing.
- **Bridge Education Group** has exited the pathway space and now focuses on corporate and language training.
- **Cambridge Education Group (OnCampus)**: Primarily focused on the UK and EU, not explored further.

Among the available options, Navitas is uniquely positioned to meet Western's needs in a pathway partnership. Its extensive experience in Canada, robust recruitment infrastructure, and proven ability to deliver quality programs make it the most viable partner for advancing Western's international education goals.

6. Data Summary

Number of Registrants in AEP as of April 21, 2025

Program	S2020	F2020	S2021	F2021	S2022	F2022	S2023	F2023	S2024	F2024
AEP	60	87	22	63	21	106	39	108	19	77

Notes: *This data takes into account late cancellations that may have reversed tuition after the end of each term*

Students who withdrew are not counted above

Preliminary Year / ISSAP Enrolment

	2019-20	2020-21	2021-22	2022-23	2023-24p
Domestic	28	10	8	14	23
International	66	30	13	7	4
Total	94	40	21	21	27

Source: *Cube*

Constituent University Full-Time Undergraduates

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total	1,990	2,217	2,342	2,692	2,763	2,822	2,761	2,593	2,398	2,212

Source: *https://www.ipb.uwo.ca/db/student-enrolment/senate.php*

7. Conclusion: Why can't we do this on our own?

We have worked hard to develop our in-house resources and expertise; however, the results are not timely and not significant enough to close the gap between us and our peers.

Currently, our budget is shrinking. For the first time in 25 years, we find ourselves in a deficit position, having to dip into our reserves. We do not have the luxury of a 10-year plus runway to experiment with in-house models without adjacent recruitment, nor can we invest in a project that many other universities are struggling with.

Navitas has a proven model for international student recruitment, integrated and targeted student support, and first-year education: their students succeed academically and move on to fulfilling careers. Those who are student leaders at Navitas International College often become student leaders at the partner university. Strategic partnerships that complement and enhance in-house capabilities help mitigate the risks and resources needed for global enrollment growth and student success. Furthermore, diversifying an institution's international student population, which Navitas' scale and infrastructure can achieve, carries immense strategic value beyond mere enrollment figures. There are no successful and sustainable in-house programs in Canada. In the words of a

provost from a Navitas partner university, corroborated by the other provosts: "We would have neither had the resources to invest in an in-house program nor the expertise to succeed without trial and error within the timeframe in which we needed to make progress." Testimonials from students regularly highlight the benefits of the extensive support and mentoring they received during their first year at the International College, which built their academic, social, and personal confidence to engage with the wider university in their second year and succeed.

8. Risks and Resource Assessment will follow separately.

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University of Winnipeg cancels English Language Program, puts women's soccer team on hiatus. (2025, January 14). *CBC News*. https://www.cbc.ca/news/canada/manitoba/university-of-winnipeg-program-cuts-1.7431491

Appendix D

**Operating Budget Simulations
Five-Year Period
2025-26 through 2029-30**

Western

1

Background Information

Western

2

Total FTE Enrolment at Western

Full-Time Undergraduate International Enrolment at Western
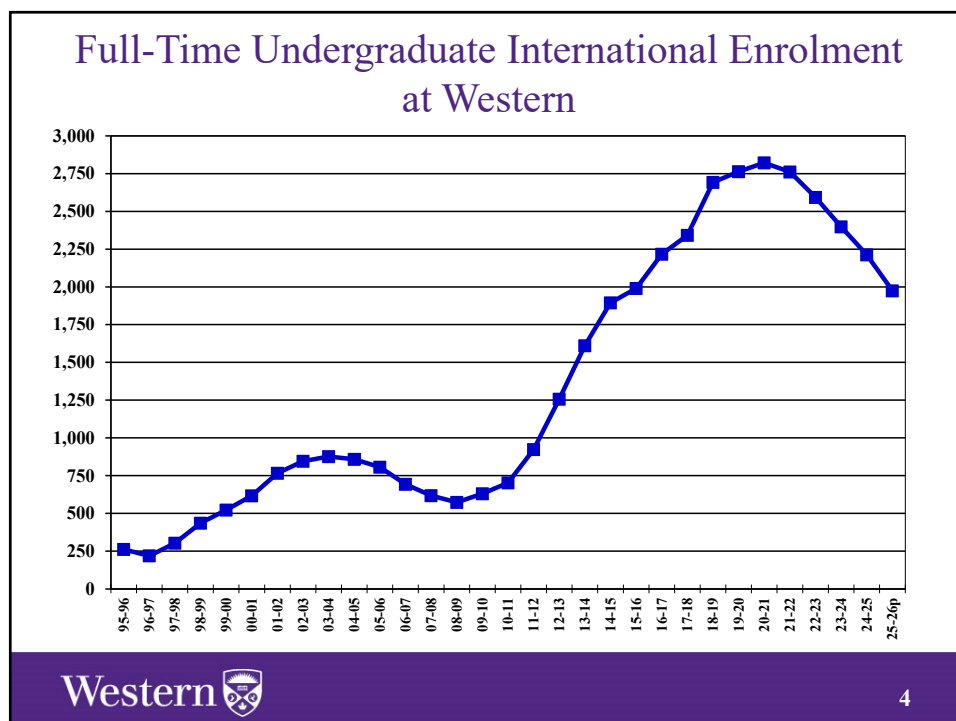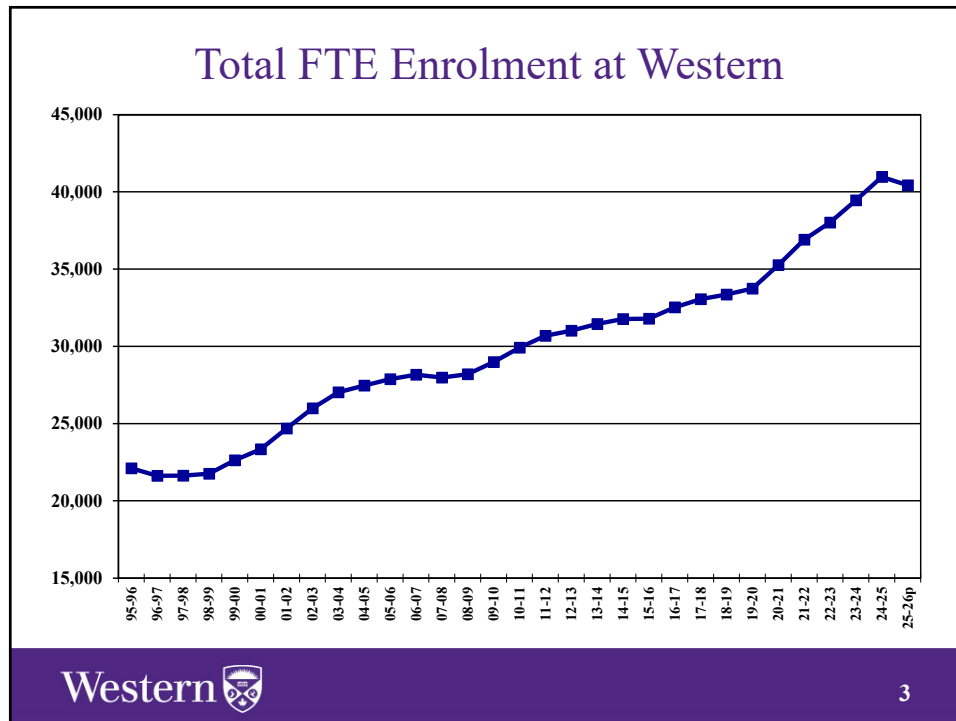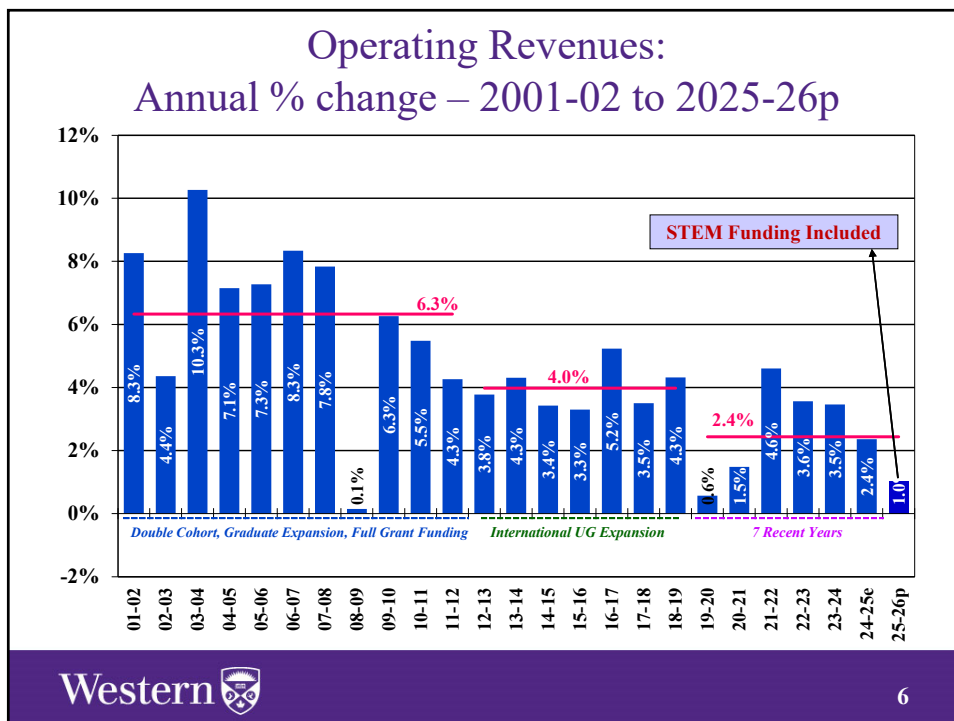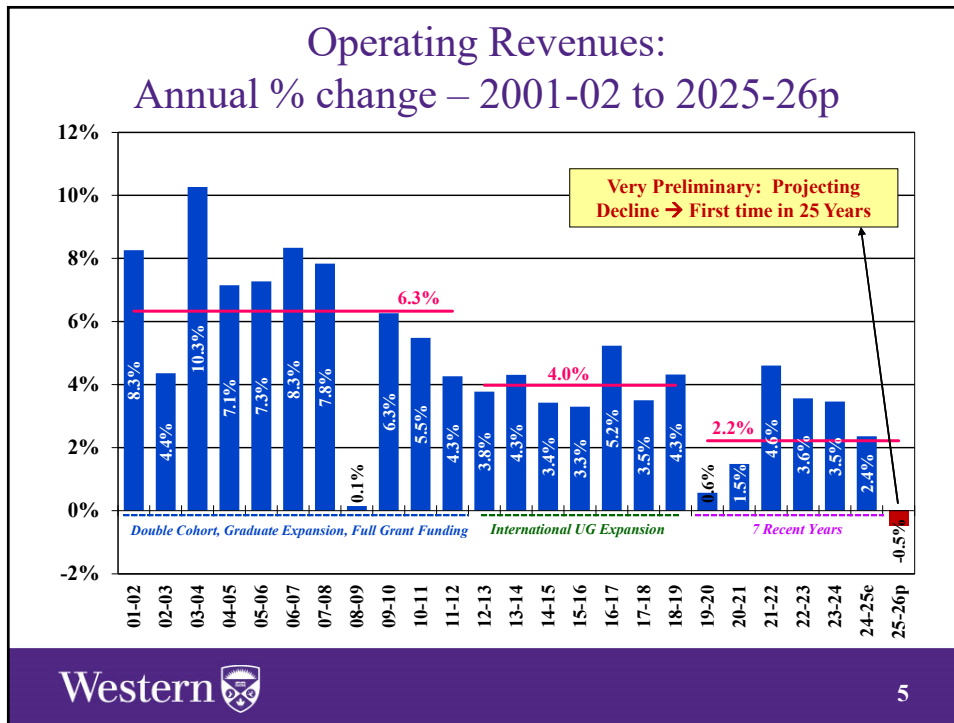
Simulations for the Next 5 Years

Western

7

Operating Budget Simulations: Assumptions

- (What if) External Environment remains unchanged
  - Core Operating Grants remain frozen
  - Domestic Tuition remains frozen (except Out-of-Province and Anomalies)
  - International Study Permit Caps remain in place
  - Competition for Int'l UG Students continues to increase

  - Note: recently-announced time-limited STEM funding now included in revenues

Western

8

Operating Budget Simulations: Assumptions

- Revenues
  - Enrolments → modeling 2 Scenarios
    - Graduate – as per Faculty plans
    - Flat Domestic UG in both Scenarios
    - Scenario 1: Int'l UG Intake grows to 780
    - Scenario 2: Int'l UG Intake constant at 600
    - Scenario 3: Int'l UG Intake constant at 500
    - Scenario 4: Int'l UG Intake constant at 400
  - International Tuition Rates → 2% Annual Increases
  - Small increases in "All Other Revenues"

Western

9

Operating Budget Simulations: Assumptions

- Expenses
  - IBA Structure continues at 3% of Base Budgets → Faculties and Support Units
  - All costs (compensation and university-wide/non-salary) increase by an average of 4% per year
  - One-time spending remains at planned 2025-26 level → lowest level in last 5 years
  - No incremental base funding available for allocation
  - No incremental revenue sharing beyond 2025-26 level

Western

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Scenario 1

Using SUEPP Enrolment Projections which assume international UG Growth with Year 1 Int'l intake increasing from 523 in 2024-25 to 780 in 2029-30

Western

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Scenario 1: Projected Full-Time Intn'l UG Enrolment (all years of study)

Western

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Scenario 1: Operating Budget Simulation ($M)

Scenario 1: Projected Operating Reserve ($M)
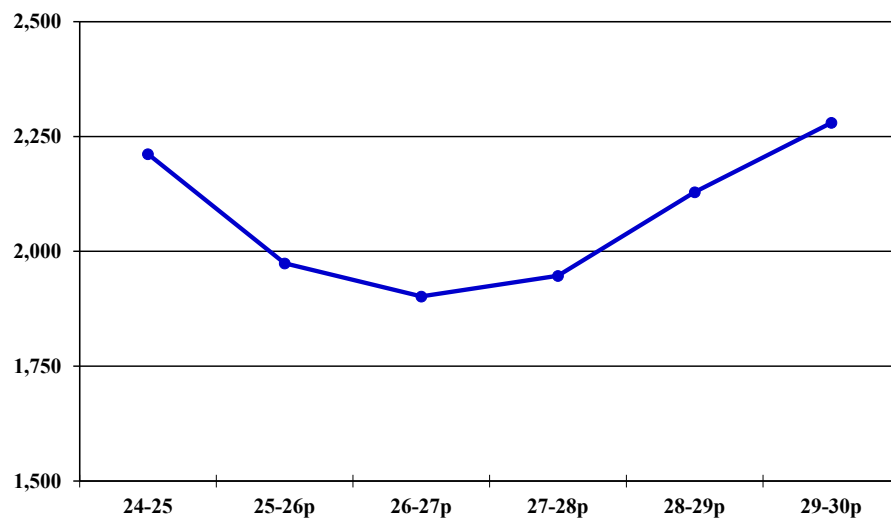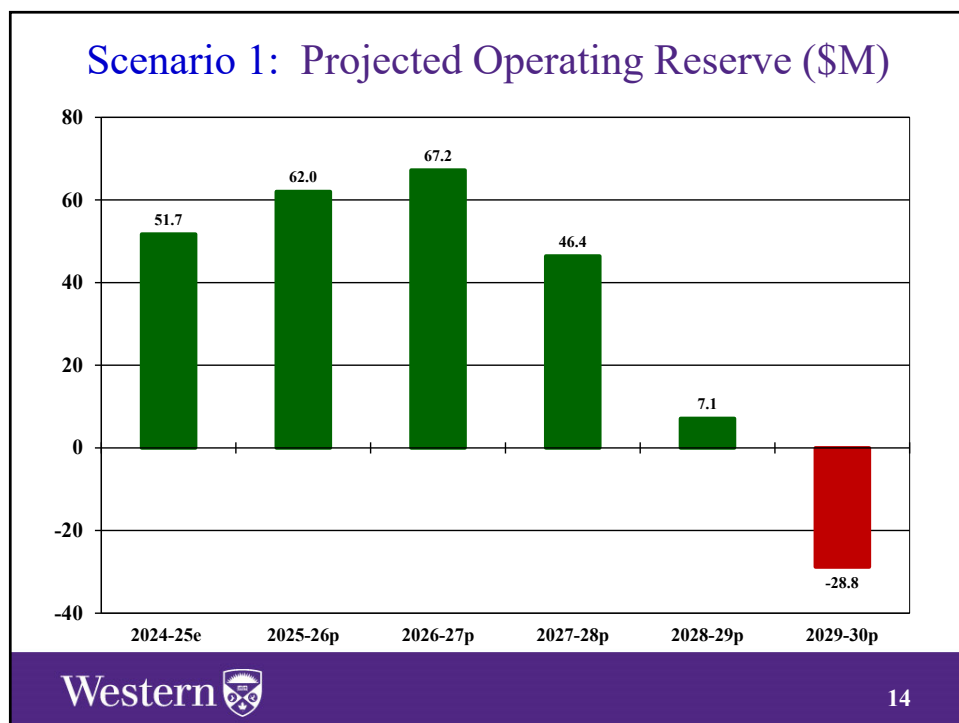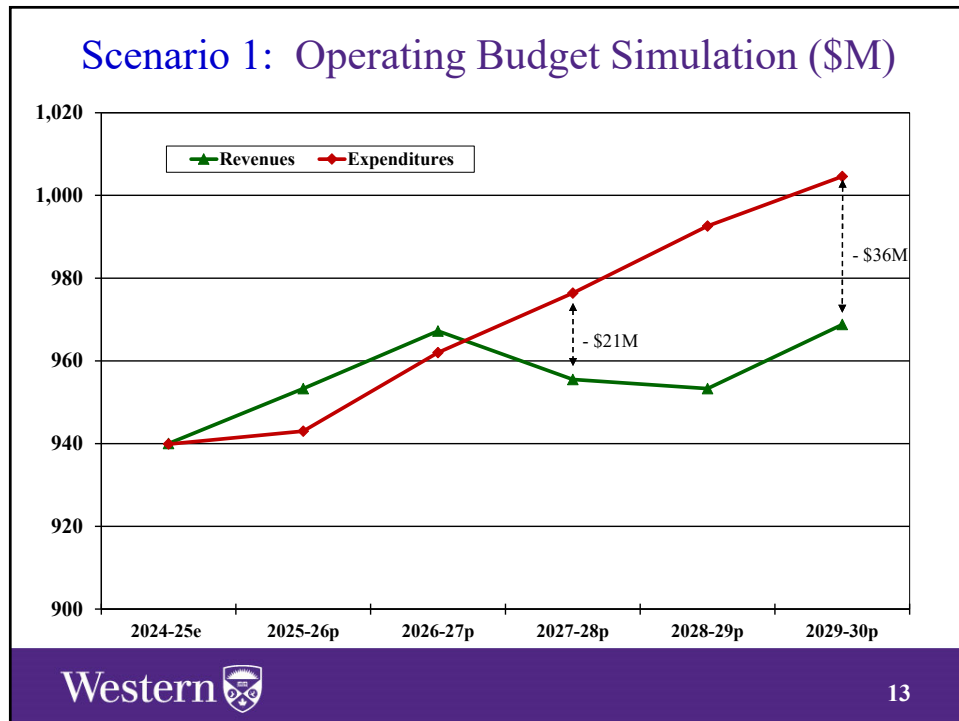
Scenario 2

Assumes Year 1 UG Intake
Remains Constant at 600 from 2025-26 Onwards
(i.e. the average of last 6 years)

Western

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Scenario 2: Projected Full-Time Intn'l UG Enrolment
(all years of study)

Western

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Scenario 2: Operating Budget Simulation ($M)

Scenario 2: Projected Operating Reserve ($M)
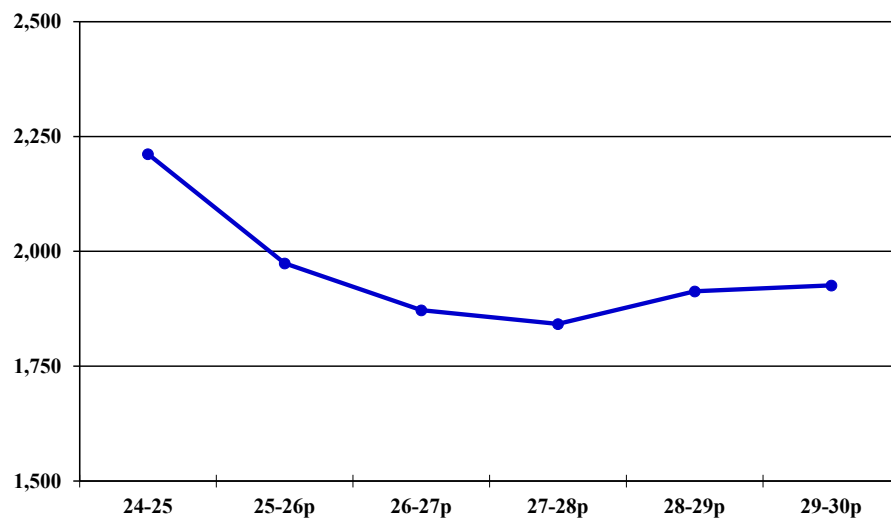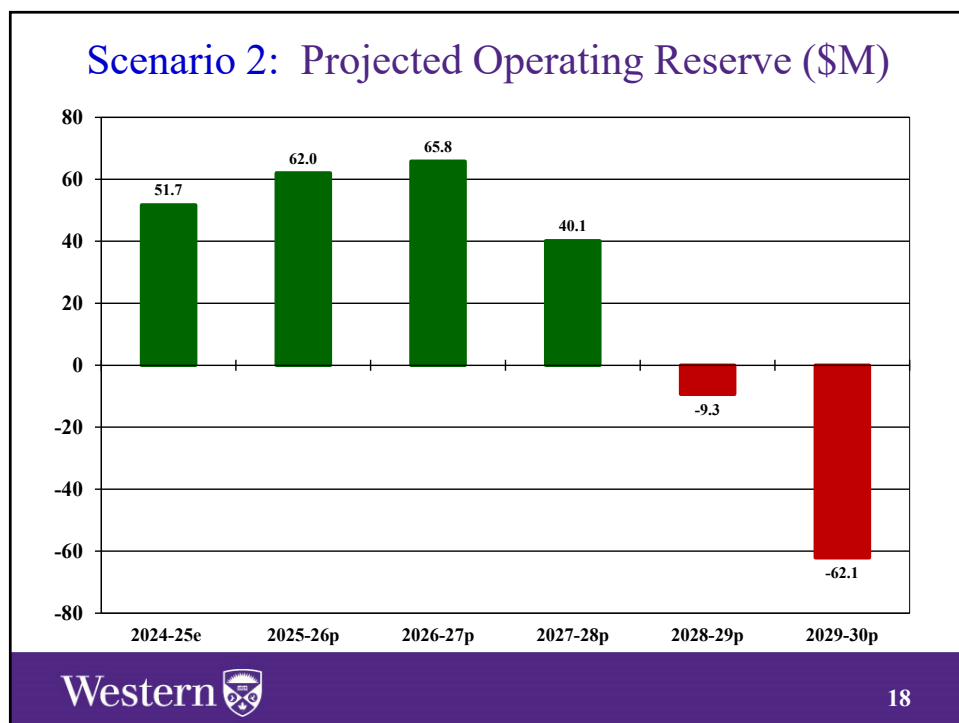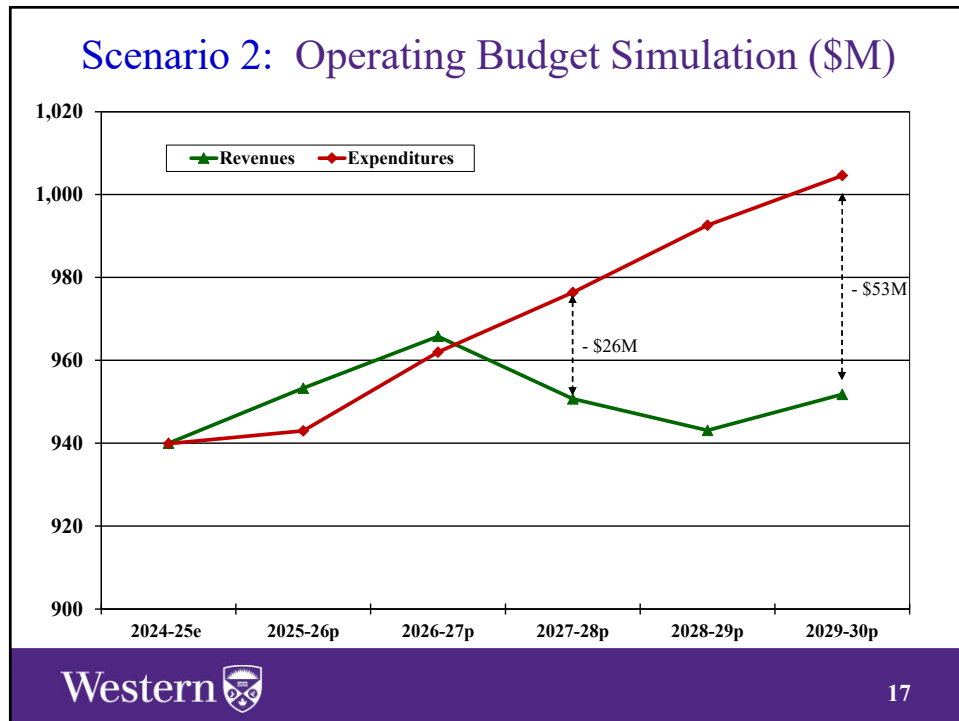
Scenario 3

***Assumes Year 1 UG Intake
Remains Constant at 500 from 2025-26 Onwards
(i.e. modestly lower than recent years)***

Western

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Scenario 3: Projected Full-Time Intn'l UG Enrolment (all years of study)

Western

20

Scenario 3: Operating Budget Simulation ($M)

Scenario 3: Projected Operating Reserve ($M)
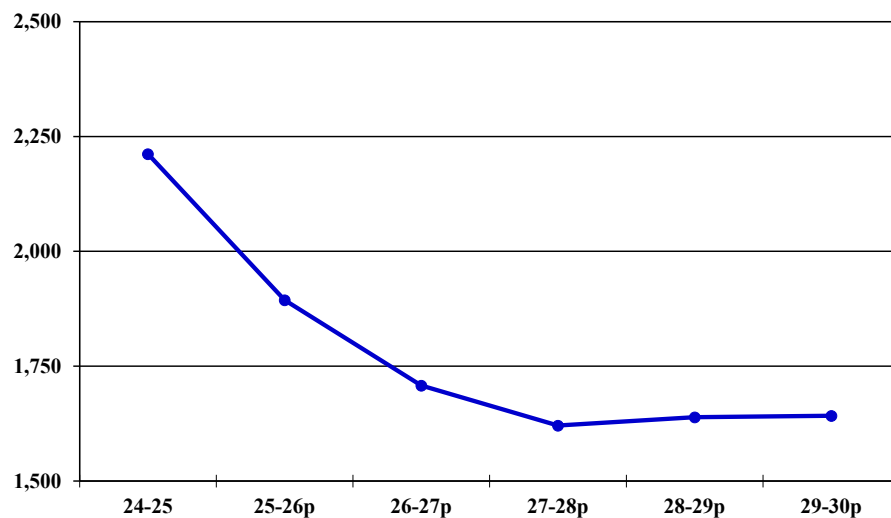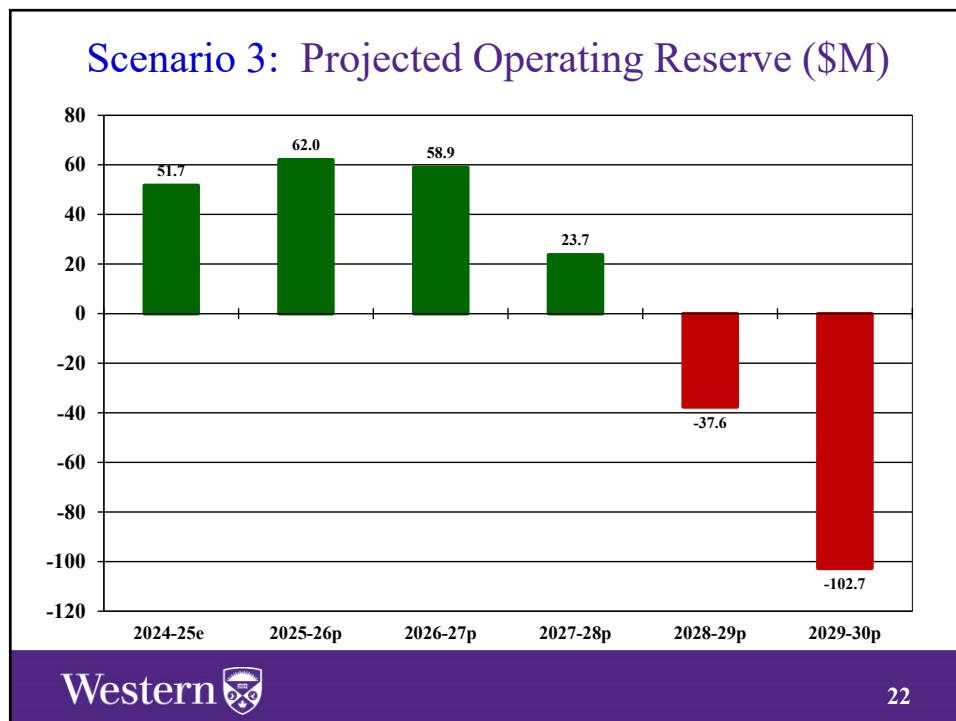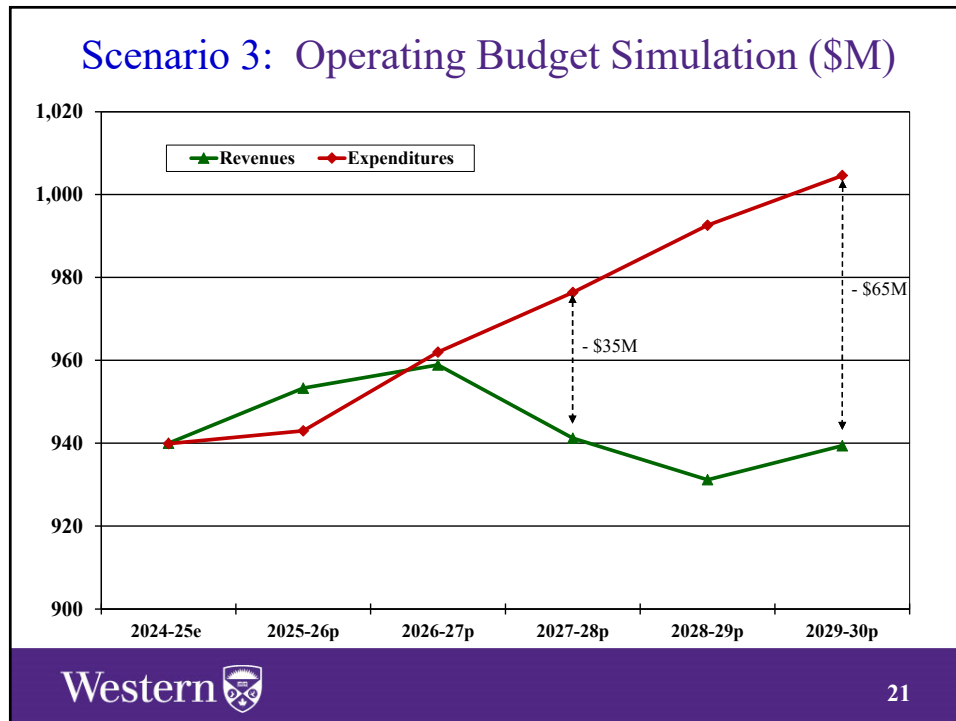
Scenario 4

*Assumes Year 1 UG Intake
Remains Constant at 400 from 2025-26 Onwards
(i.e. based on current preliminary estimate for Fall 2025)*

Western

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Scenario 4: Projected Full-Time Intn'l UG Enrolment (all years of study)

Western

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Scenario 4: Operating Budget Simulation ($M)

Scenario 4: Projected Operating Reserve ($M)
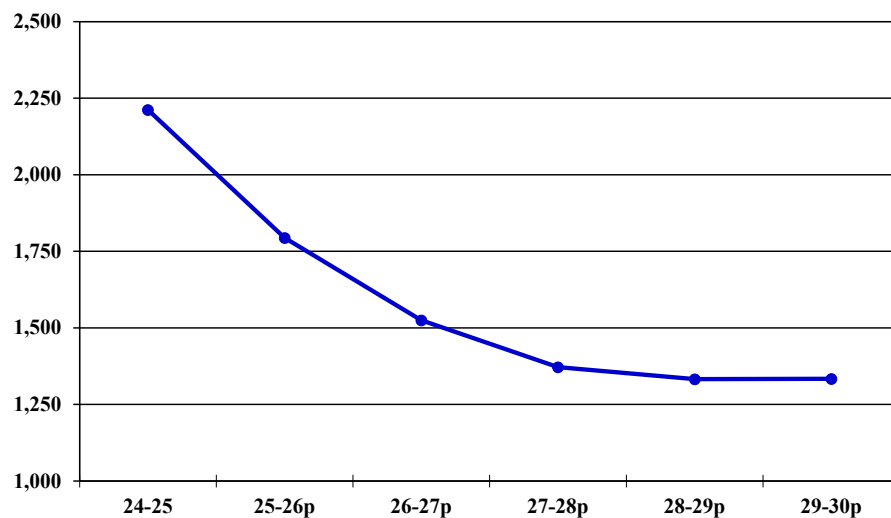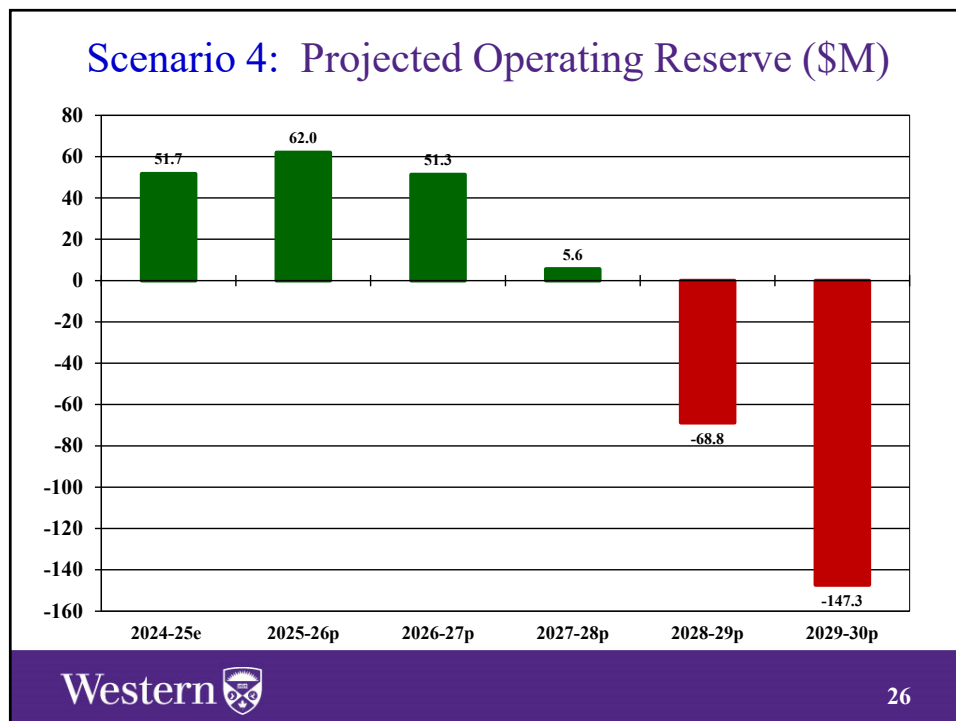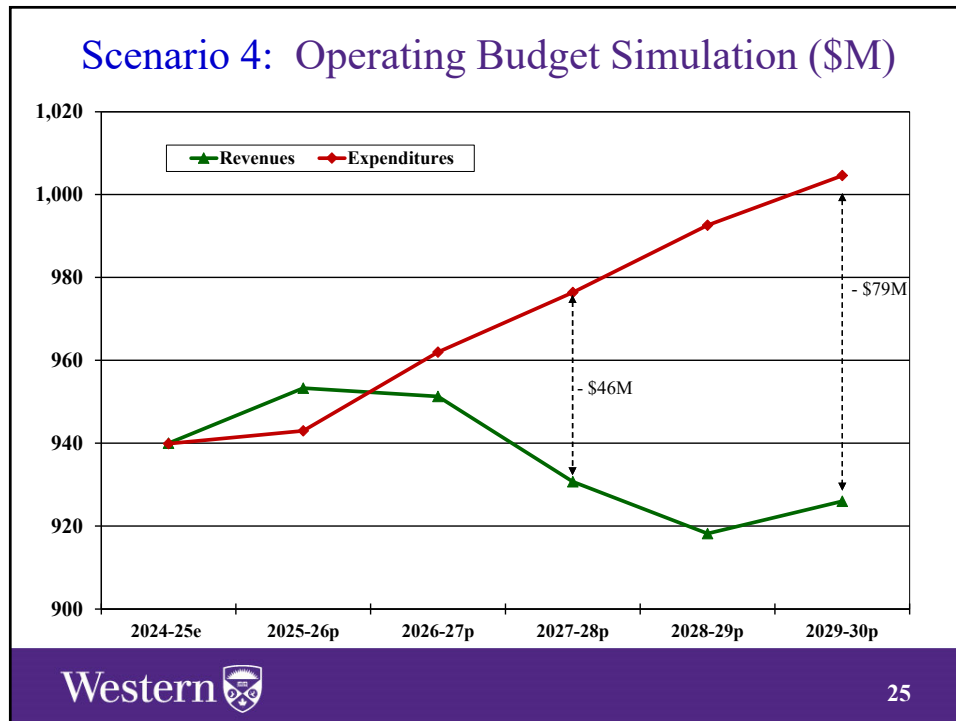
Operating Budget Simulations: Outcomes

- In both Scenarios, the Operating Reserve would be in a negative situation starting in 2027-28
  - Scenario 1: the Reserve will be negative $29M in 2029-30
  - Scenario 2: the Reserve will be negative $62M in 2029-30
  - Scenario 3: the Reserve will be negative $103M in 2029-30
  - Scenario 4: the Reserve will be negative $147M in 2029-30
- We will need additional cuts (beyond the 3% IBA) in the range of 3% to 5% to all Faculty and Support Unit Budgets
- All this – with no incremental base spending to support university priorities and needs

Western

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Western

ITEM 12.2 – Proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That Senate recommend to the Board of Governors that the University proceed with an affiliation with Navitas substantially on the terms set out in the proposal presented at Item 12.2 and take into consideration the recommendations of the *ad hoc* Committee to Review the Navitas Proposal in its Final Report presented at Item 12.1.

EXECUTIVE SUMMARY:

The *Proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas* is attached.

In support of Western University's strategic priorities, the proposal seeks to establish a partnership with Navitas to enhance the recruitment and accessibility of international students to Western's undergraduate and professional master's programs.

The proposal reflects campus-wide consultations, constructive conversations, and important feedback from the campus community.

Consultation has included:

Date	Groups Consulted:
February – April 2025	Initial community consultations to inform a draft proposal: ▪ Feb 14: Senate ▪ Feb 24: In-person community consultation session ▪ Feb 26: Virtual community consultation session ▪ Feb 27: Academic Leaders Round Table ▪ March 3: Senate Committee on University Planning ▪ March 3: Senate Committee on Academic Policy ▪ March 4: Senate Committee on Academic Curriculum and Awards ▪ March 5: Dean's Council ▪ March 14: Office of the Registrar ▪ March 14: Senate ▪ March 18: Don Wright Faculty of Music Council ▪ March 19: Provost's Leadership team ▪ March 21: Campus Council ▪ March 21: Associate and Academic Deans ▪ March 24: Department of Anthropology, Faculty of Social Science

	▪ March 25: Student Experience, Western International, Western English Language Centre, Residence Life, Western Continuing Studies ▪ March 26: University Students' Council ▪ March 27: Society of Graduate Students ▪ March 27: Faculty of Social Science Council ▪ April 2: Dean's Council ▪ April 3: Vice Provosts ▪ April 4: Faculty of Education Council ▪ April 9: Graduate Education Council ▪ April 9: Faculty of Arts and Humanities Council ▪ April 22: Academic Advisors ▪ April 23: University Students' Council ▪ April 24: International students focus group ▪ April 29: Vice Provosts ▪ April 30: Dean's Council
May 2, 2025	Draft proposal released to the campus community
May 2025	Community consultations on a draft proposal: ▪ May 5: Academic Leaders Round Table ▪ May 6: Senate Information Session ▪ May 9: Campus Council ▪ May 9: Faculty of Health Sciences Town Hall ▪ May 9: Schulich School of Medicine & Dentistry Council ▪ May 12: Department of Languages and Cultures, Faculty of Arts and Humanities ▪ May 14: Virtual community consultation session ▪ May 14: Ivey Business School Faculty Forum ▪ May 20: Western Libraries

Further discussions took place with the following groups to seek feedback:
- ▪ Faculty and Staff
- ▪ Employee Group Leaders
- ▪ Faculty Councils (by invitation)
- ▪ Department meetings (by invitation)
- ▪ Graduate Education Council

ATTACHMENT(S):

Proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas

Internationalization at Western:
A Multi-Pronged Approach

Proposed Partnership between
Western and Navitas

May 30, 2025

Internationalization at Western: A Multi-Pronged Approach

Proposed Partnership between Western and Navitas

Introduction

In support of Western University's strategic priorities, this proposal seeks to establish parameters for a partnership with Navitas to enhance the recruitment and accessibility of international students to our undergraduate and professional master's programs. This initiative is closely aligned with the goals articulated in Towards Western at 150, our Global Engagement Plan, Western in the World, and the Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) Strategic Plan, Advancing Inclusive Excellence.

Consistent with Western's commitment to strategic enrolment growth, global engagement, and inclusive excellence, this partnership will contribute to increasing international student enrolment, fostering a culture of belonging, and supporting academic and personal thriving for all students. Western will maintain full academic oversight and uphold the highest standards of academic integrity, while advancing its responsibilities as a publicly-assisted institution dedicated to public value, equity, and educational excellence.

This proposed collaboration reflects Western's aspiration to build reciprocal, respectful global relationships that enhance both educational opportunity and societal impact, ensuring that our university community continues to reflect the diverse, interconnected world we serve.

These plans call for increasing our international enrolment, particularly at the undergraduate level, to at least 20%. As we work toward that goal, we remain mindful of the challenges we face and how we compare to our peer universities.

The past years have been challenging. A global pandemic, geopolitical instability, growing competition for globally mobile students, and caps on international study permits have constrained our international recruitment efforts. Rather than increasing our international enrolment, we have declined to 2015 levels.

Adding to these challenges, domestic tuition was rolled back 10% in 2019-20 and has been frozen since, while provincial core operating grants have remained stagnant at 2016 levels. One-time funding dispensed by the government at the end of its budget cycles allows for neither base budget investment required for faculty and staff hires nor for long-term planning and support of the academic mission. In fact, one-time funding highlights the government's intention to support only select aspects of higher education, contributing to the increased precariousness of our sector. Rising inflation, along with increasing labour and infrastructure costs, has placed growing pressure on Western's operating budget.

Given these financial and policy constraints, we must continue to explore new approaches to enhance our existing recruitment efforts and strengthen our global presence.

Western has taken a thoughtful and careful approach to international enrolment growth. Recognizing the value of international education and our need to catch up to our peers, Western is looking at a new model. In considering the potential partnership with Navitas described here, we have maintained that thoughtful and careful approach. This potential partnership would form part

of a multi-pronged strategy to support international recruitment that would augment the ongoing efforts of Western's recruitment team.

This proposal reflects the campus-wide consultations, constructive conversations, and important feedback that have informed and will continue to inform our approach.

1. Context: Achieving our strategic commitments

So, where do we stand today?

a.   **Declining international enrolment since 2020**

The 2020 Navitas Proposal: Recognizing the value of international education, in 2020 Western proposed a partnership with Navitas. The 2020 proposal was very different from today's. That proposal did not include the fundamental principles and risk mitigation strategies the current proposal commits to, including: Western maintaining comprehensive oversight of academic program content and student outcomes, quality assurance mechanisms, and Western recruiting and hiring the instructors. In 2020, we were left with no other option but to continue increasing our in-house recruitment efforts.

Efforts since 2020: Since 2020, Western has made substantial investments in an in-house model for recruitment to meet its objectives. Between 2020 and 2025, we more than doubled our international recruiters from four to nine, added in-country representation, increased spending on international undergraduate recruitment activities by $2.3 million, more than tripling the annual amount spent, more than doubled our contracts with international private for-profit recruitment agents, entered into more partnerships with international schools and guidance counsellors, and added $3.2 million in scholarships and bursaries for international undergraduate students.

Results: Now, five years later, these financial and organizational efforts have proven to be insufficient to close the gap in this new and complex recruiting environment. Western's international undergraduate enrolment currently falls well below that of our peers. In fact, it has been shrinking and now sits at just 7.5%, far behind our U6 peers' average of 18.3% (see *Figure 1*).
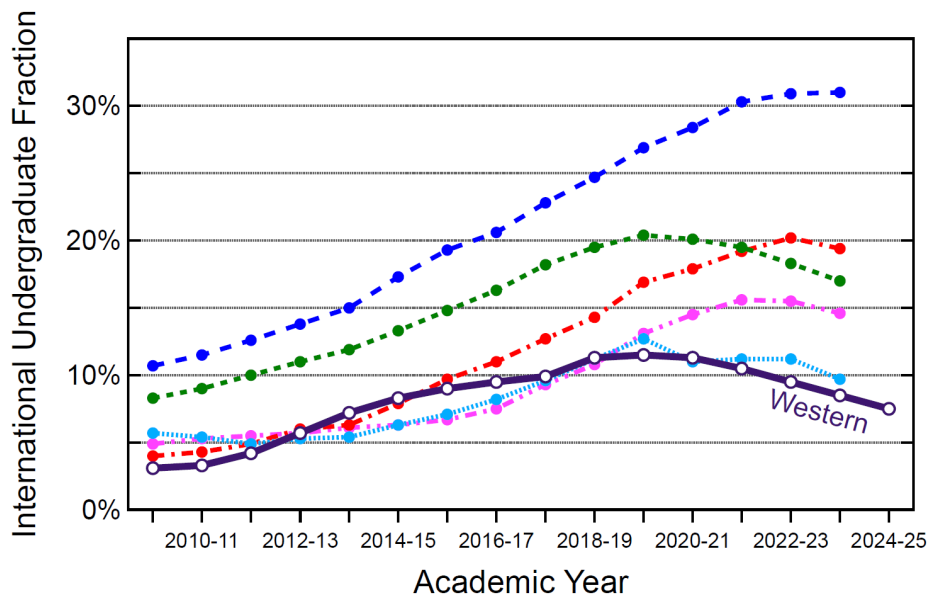
Figure 1: Percentage of international undergraduate students at Western relative to our U6 peers. Western's fraction is currently 7.5% and declining.

At the graduate level, we are not meeting our growth target for professional master's programs (see Appendix D – Professional Master's Programs). As a result, we remain well below the benchmarks for international student enrolment expected of world-class, research-intensive universities.

Reasons: Western was late to prioritize strategic international recruitment and enrolment—an area our peers began investing in more than 15 years ago. Unlike many of our peers, we have fewer long-standing and deep partnerships with the countries where international students originate. We also lack an international alumni base in a broad range of countries that could be actively promoting Western.

Starting in 2020, the COVID-19 pandemic presented mobility challenges for students amidst ever-changing global health and safety requirements. Geopolitical conflicts and political instability have added to these challenges. As a result, our over-reliance on a single country for international recruitment carries significant risks that are affecting us today.

At the same time, universities are becoming increasingly sophisticated in their recruitment efforts, creating increased competition for globally mobile students. In Canada, government caps on international study permits have added an additional barrier.

Because of our lag in strategic international enrolment, it is harder for us to navigate Canada's evolving and increasingly complex international education environment—one that is shaped by heightened global competition, as many reputable universities around the world actively recruit the same pool of international students.

In sum, despite our significant efforts, reaching the scale and depth of partnerships other universities began building decades ago will take us decades if we don't make changes. We need to move more quickly and utilize a different approach to close this gap to meet our international goals. We don't have a 15 to 20 year runway.

b. Teaching, research and supports

Alongside student growth, we also want and need to grow our faculty and staff to meet the demands of a world-class university. However, our expenses, funded mainly by tuition and provincial grants, consist predominantly of salaries and benefits that increase over time. To grow our faculty and staff complement over the next decade and beyond, we must maximize our ability to increase revenue. Larger institutions with expanded scope and scale can offer students more choice, build research capacity, and better weather financial uncertainty.

c. Financial considerations

Western's operating budget has been under growing pressure, with domestic tuition frozen and provincial core operating grants remaining stagnant. Rising inflation, labour, and infrastructure costs exacerbate these challenges. In many Faculties, retiring faculty members are not being replaced because of these pressures. These challenges are expected to increase further over the next years.

The decline of about 780 international tuition-paying undergraduate students since 2020-21 (see *Figure 2*) equates to an approximately $40 million drop in revenue—and without a new approach, we project the declining international enrolment (and revenue) trend to continue.
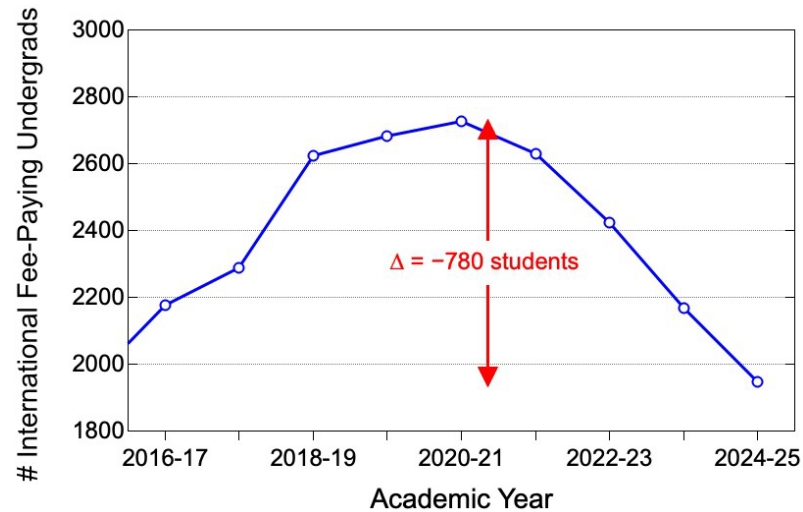
Figure 2: The number of undergraduate students paying international fees has decreased by nearly 800 since its peak in 2020-21, corresponding to $40 million in lost tuition revenue.

Ontario's universities are facing serious financial pressures due to several externally driven factors:

- Ontario universities continue to receive the lowest per-student funding in Canada.
- The provincial government froze operating grants in 2016-17, except for some modest and time-limited funding.
- Domestic tuition rates were rolled back 10% in 2019-20 and have been frozen since that time, with the exception of limited flexibility for domestic out-of-province student tuition rates and adjustments for specific programs, which at Western were Computer Science and Management and Organizational Studies.
- More recently, the federal government's policy to limit international student study permits has impacted international student recruitment.

These external factors have considerably restricted the financial levers Ontario universities can use to increase their operating revenues. At the same time, teaching and support needs for students and the research needs of faculty and staff are increasing.

As a result, many Ontario universities are operating with deficit budgets, with some deficits surpassing $100 million. Although the province has provided additional one-time funding allocations, and increasingly targeted funding to government priorities, Ontario universities need stable base funding to meet their current financial obligations and plan for the future.

The systemic financial challenges facing Ontario universities underscore the urgent need to identify new and reliable revenue sources that can facilitate long-term enrolment growth, enhance academic quality, and ensure institutional sustainability.

At Western, we have experienced the same pressures as all other Ontario universities. Our revenue growth is declining and is currently at a level well below inflation (see *Figure 3*, below).

On the expenditure side, our costs continue to increase in the range of 4 to 5% per year—including compensation, information technology infrastructure, space and facilities costs, general non-salary inflation, and the pressure/need to increase service levels to our community. With these expenditure trends, we will be forced to further tighten budgets with no incremental investments.

As an example, Western has taken on an additional 7,300 undergraduate and graduate students since 2019-20 in response to the growing demand for some of our programs. We can and want to grow in faculty, staff and students, but require stable and reliable funding to do so. Increasing our domestic enrolment has been above our "corridor" (i.e., not funded provincially) and has not resulted in any increased base-budget grant revenue from the government.

With an uncertain future, we have choices to make. In the 2024-25 and 2025-26 budgets, we have added fewer new base investments to support priority needs, and we have delayed plans to hire full-time faculty and staff. We have paused and reduced internal funding programs and initiatives, relying on units to make difficult decisions on how to balance their budgets.
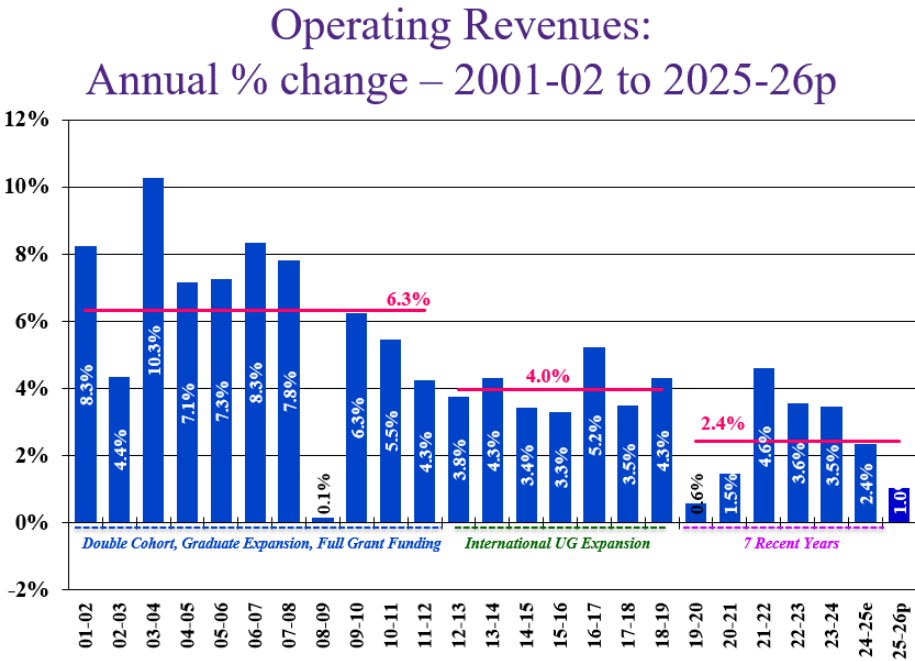
Figure 3: Annual operating revenue change in percentage, 2001-02 to 2025-26 (projected).

In summary, several of our key revenue streams face growing pressure. In this evolving policy and funding environment, it's more important than ever for Western to strengthen and to continue

diversifying revenue streams to support our academic mission. We have considered several mechanisms for increasing our lagging international enrolment, including expanded recruitment efforts, in-house foundational year programs, and third-party partnerships. All have strengths as outlined in Appendix E, but we have assessed the best opportunity and lowest risk option to be the creation of an International College at Western in partnership with Navitas. This would be in addition to all of our ongoing international recruitment efforts.

d. Why create a Western International College?

Navitas specializes in the education and recruitment of international students. Navitas recruits more than 60,000 international students from 151 countries around the world. This represents a scale and diversity that no single university can replicate.

Partnering with Navitas through the creation of a Western International College (WIC) would enable us to leverage Navitas' deep roots and experience working with public universities in Canada. This potential partnership would allow us to grow our international enrolment at a faster pace and identify and recruit high-quality students who would otherwise not have found their way to Western.

Navitas specializes in providing tailored and customized support through pathway programs. International students admitted through the proposed partnership with Navitas would be arriving in Canada for the first time and would require support as they adjust to academic and student life in Canada.[1]

Navitas works with a number of partners worldwide, both big and small, including research-intensive and comprehensive universities. Their approach in Canada is to diversify the types of institutions with whom they partner to minimize direct competition between their partner institutions.

Among our peers who partner with Navitas are the University of Melbourne (QS #13), the University of Sydney (QS #18), Lancaster University (QS #141), Curtin University (QS#174) and Deakin University (QS #197). Canadian partners include Simon Fraser University (SFU), the University of Manitoba (UM), Wilfrid Laurier University (WLU), Toronto Metropolitan University (TMU) and the University of Lethbridge (ULeth). Two additional Canadian universities work with a different recruitment and education provider. The Canadian institutions working with Navitas seek various types of students, focusing on different admission bands, disciplines, and countries of origin. This diversity enables distinct recruitment strategies and reduces competition for the same students.

Western is not new to working with private partners. As we have done with all these partnerships, we would continue to uphold our high standards. In a potential partnership with Navitas, strategic oversight of the educational experience, quality of instruction, and student success would be a non-negotiable requirement for the partnership.

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[1] About 2% of Navitas International College students come from international high schools within Canada, sometimes because parents and students desire the additional support. Sign off would be required in these rare cases.

Partnering with Navitas would give Western access to a highly successful international first-year education model and global recruitment expertise—enabling us to accelerate progress toward our international enrolment goals.

2. Details of potential partnership

a. Western International College (WIC) overview

A partnership with Navitas would result in the creation of a Western International College (WIC) offering international students a tailored and personalized pathway to their chosen degrees.

Undergraduate Students: For undergraduate students, WIC would offer a program equivalent to a first-year university experience that would set them up to progress into second year at Western. Undergraduate international students would spend Year 1 of their degree at WIC, taking a combination of credit and non-credit courses. Only students who meet Western-approved progression requirements would advance to Year 2 of their chosen program at Western.

Graduate Students: Through this proposed partnership, Western would become the only university in Canada to establish a pathway with Navitas into professional master's programs.

As per Statistics Canada, the demand for master's programs in Canada has grown consistently, particularly among international students, where enrolment has increased by about 110% between 2010 and 2021. More recent data from IRCC show that the number of Study Permits processed for master's programs more than doubled between 2019 and 2023. While the government data does not distinguish professional and research master's programs, the trends at Western and other institutions indicate that this is attributable to the growth of professional master's programs.

Students recruited into a professional master's program would begin with pre-master's studies at WIC, taking a combination of non-credit preparatory courses, prerequisite undergraduate courses as needed, and a small number of for-credit master's courses selected and approved by the participating departments and by the University before they progress to their chosen program (see Appendix D – Professional Masters Programs for examples).

In short, WIC would be recruiting undergraduate and professional master's students who would not typically qualify for direct admission to Western, for instance because they are missing prerequisites not available in their home country. These students are talented, ambitious, and highly motivated to succeed through this supported-entry route. This approach avoids competition with Western's international direct recruitment efforts at both levels.

First Intake: Western would plan for an initial intake of international students to WIC in September 2026 (tentative).

Proposed operating model: In this proposed partnership, Western and Navitas would collaborate closely and in clearly defined ways. Navitas would be responsible for WIC's day-to-day operations and Western would have full academic oversight.

Operating Model

Western Oversight
- Curriculum Delivery
- Academic Standards
- Faculty Selection
- Student Recruitment Standards
- Space and Facility
- Brand Promotion and Management
- Ancillary Services

Western International College (WIC) managed by Navitas
- Program Marketing
- Daily Coordination of the Instructional Environment
- Academic Advising
- Applications Processing
- Student Supports
- For-credit Courses
- Non-credit Courses

Figure 4: Western - Western International College Partnership Operating Model

b. **Recruitment and admissions considerations**

An Integrated Recruitment Model: Recruitment to WIC would take place under the Western and WIC banners in close collaboration with the Office of the Registrar. Partnering with Navitas and tapping into their vast international network would give Western access to Navitas staff around the world. This is a strategic and efficient approach to complement and expand our existing direct-entry recruitment. This integrated approach supports both streams: recruitment to WIC and direct entry to our degree programs.

Undergraduate admission through WIC: The Subcommittee on Enrolment Planning and Policy (SUEPP) annually sets the minimum entrance requirements for all first-entry undergraduate programs at Western. WIC recruitment would comply with the minimum grade requirement and could also recruit undergraduate students who are missing one or more prerequisite courses that would be needed for direct admission to their intended program. Western would offer conditional admission to these highly talented students and outline requirements for their first year at WIC in their admission offer (see section 2d, Admission to Year Two Western). This approach mirrors our current practice of giving conditional offers to students who require additional English language training, but who otherwise meet our entry requirements.

Direct Undergraduate Admission: Undergraduate students who have completed all courses required for direct admission to Western and have an admissions average exceeding the minimum WIC requirement by an amount to be determined by Western in consultation with WIC (initially 5%) would be referred to Western for direct-entry application. Direct recruitment of international students would occur alongside recruitment into WIC, supported by a suite of scholarships for direct-entry international students.

Students recruited and admitted through WIC would, like direct-entry international students, be integrated into the Western community and student experience from day one. This approach, which has worked well in other Navitas partnerships, would ensure WIC students feel immediately connected to the Western community.

Students studying during their first year at WIC would pay the same tuition and ancillary fees that direct-entry international students pay at Western. This would ensure fairness and predictable tuition, enabling students to plan their educational journey. Moreover, conditional admission would grant access to Western resources and services, including Western Libraries and campus wellness supports.

Professional Master's Admission through WIC: Admission requirements for professional master's students would be determined by the Western units that offer the programs, in consultation with WIC leadership. These requirements would be consistent with Western's existing admissions standards and graduate governance processes. Prospective WIC students for professional master's programs would be required to hold at least a three-year bachelor's degree in a relevant field, along with the minimum prerequisite courses specified by each program. While at WIC, students would complete any outstanding prerequisite courses (often third and fourth-year undergraduate courses identified by the program), and take non-credit courses designed to prepare them for graduate-level study, thus meeting Western's requirement of a *four-year degree or equivalent*. Depending on each student's level of preparedness, they may also be eligible to take a small set of master's courses to minimize their time (and costs) in-program.

Direct Professional Master's Admission: Students identified by Navitas who meet the requirements for direct admission to a professional master's program at Western would be referred to Western.

Provincial Attestation Letter (PAL) Requirements: Currently, international students require a PAL to apply for a study permit. Each province receives a PAL allocation from the federal government, and the province allocates a set of PALs to each institution authorized to educate international undergraduate and graduate students.

To date in Ontario, Navitas partner universities' PALs have been augmented to recognize their International College's planned enrolments. While International Colleges in Ontario do not directly receive PALs from the government, their university partners receive increased allocations to support the enrolment growth. Like other Ontario universities that partner with Navitas, Western would identify its projected need for PALs to the provincial government, including the incremental requirements for the proposed partnership.

In a potential partnership, Western would continue to work within the PAL system. Students would be admitted conditionally to Western, therefore requiring only one PAL as they transfer from WIC to Western.

Admissions Summary: This agreement would result in complete control of admission standards to Western exercised by programs, departments, and university governance.

c. **The Student Experience**

Extensive Student supports: Western already provides excellent student support services for both domestic and international students. However, undergraduate students who complete high school here in Canada and remain here to study often require different supports than those who

are new to Canada. Most international undergraduate students admitted to Western through WIC would be new to Canada. International students often have additional, country-specific needs, from academic preparation to cultural transition and wellness supports.

Navitas excels at first-year international education: WIC would deliver courses from Western's first-year curriculum, enhanced with tailored supports to set students up for long-term academic success at Western. WIC students learn in smaller classes (maximum 35 students) and academic programming would include four-hour instruction blocks (representing one additional hour of instruction per class per week), enabling students to learn first-year subject matter alongside the necessary discipline-specific technical language. English language learning support would be exclusively contracted through the Western English Language Centre (WELC). For all international student admissions, Western has always and will continue to set the requirements for English language proficiency for individual programs and the University as a whole.

Alongside a robust academic program, WIC students would take mandatory non-academic courses and tutorials, such as interdisciplinary skills or communication skills that would prepare them to succeed inside and outside the classroom.

Additional programming would help prepare students to interact with and explore the London community and Canadian society, including skills like shopping or job seeking services, and concepts such as sexual and mental health, wellness and self-care, and using appropriate vocabulary. This would allow international students who are unfamiliar with the Canadian education system and culture to adjust smoothly.

Staff responsible for student success, wellness, and academic advising at WIC would promote an open and no-wrong-door policy to enable students to get the help they need immediately. There would be an extensive student-led and student-run leadership program as well as proactive advising sessions and extensive student follow-up to preempt academic and personal issues.

Students in the professional master's pathway program at WIC would experience a similar approach to learning (in an instructional stream separate from undergraduate students), participating in courses enriched and integrated with discipline-specific academic language and cultural elements.

Research shows that early preparation and proactive support make a big difference for international students. WIC would require students to attend an online pre-arrival course that starts six to eight weeks before they arrive in Canada. This would support academic preparation, cultural orientation, and practical logistics, so students come to Western and Canada feeling ready, not overwhelmed.

Navitas would also offer rigorous attendance monitoring, which is not only a key predictor of academic success, but also an indicator of overall well-being. WIC would track attendance and classroom participation, with staff immediately checking in when concerns arise. Every student would have 24/7 access to a dedicated WIC student advisor and support services. Where possible, WIC would use the same service providers as Western to ensure continuity of support.

In addition to WIC's highly proactive, tailored, and integrated support, students would be eligible to access programs and support offered through Western International, in addition to the full array of Western's student services and facilities that are funded through the payment of ancillary fees—just like Western students.

Student Support Summary: Navitas has developed a highly integrated and tailored approach to first-year international student education that has proven success rates (see Section 4, Success Metrics at other Canadian international colleges). The scale and design of these supports—a highly developed, tried and proven model—would take us years to develop through trial and error here at Western.

Western shapes an integrated student experience

Western is known for delivering an exceptional student experience and we would ensure that signature experience is available to all our current and future students. We would be in full control of how we integrate WIC students into the Western community. We commit to taking the same care and attention to the teaching, learning, and support of these prospective students as we do for our direct-entry students.

Where students live, particularly during their first year, plays a key role in creating a true sense of integration and belonging. We would guarantee accommodation in an on-campus residence, just as we do for all first-year Western students. With the building of our new student residence space underway, a multi-year residency option may also be available. An integrated residence experience would support students' social and intercultural literacy.

Orientation is also critically important, and ideally WIC students would take part in Western's programming. Leveraging Western International's experience in supporting a smooth cultural and social transition to Canada, London and campus, Western will work with the USC, SOGS and WIC to determine how best to integrate WIC students into orientation activities. Departments and Faculties would also have the opportunity to help shape students' academic and social belonging, engaging students early during their first year. WIC students would also have access to Western's specialized instructional space (e.g., labs, music spaces) as required.

Student leaders and groups would play a key role in shaping the international student experience. We envision WIC students would be eligible to participate in Western clubs, events, and extracurricular activities—and we would collaborate and partner with student organizations on campus to make that possible.

Navitas has seen different models of student integration across their various international colleges, and the learning from other partnerships makes sense—the more integrated we can be from the start, the better the student experience. Western would take every opportunity to integrate WIC students early and thoroughly.

d. Admission to Year Two at Western

Undergraduate students would be issued an offer of conditional admission to Western with requirements clearly specified at the time of their entry to WIC. Progression from WIC to year two at Western would occur only after students have met all specified requirements. These requirements would be solely set by Western in consultation with its departments and programs.

Students would be guaranteed admission to a Year 2 module or program upon meeting admission requirements as per the Academic Calendar for that module or program and level 2 progression requirements. Higher standards may apply to competitive, limited-entry modules/programs. Students intending to pursue limited-entry options would be counselled regarding their range of options.

e. Possible location

The location for WIC would only be confirmed at the point of a formal agreement. That said, we know the general space needs of WIC would include several small classrooms, collaborative learning and collision space, common space, office space, and reasonable proximity to student services and amenities. WIC would pay Western for the space it uses at the University as part of its royalty payment (see Section 5, Finances).

Space available at the former Brescia campus has been identified as a possible location for WIC, subject to conversations with stakeholders. In addition to WIC's main site, classes and other programming would be offered in various locations on Western's campus to foster further early integration and familiarity.

3. Academic and Administrative Roles

a. WIC-appointed staff roles

WIC would operate with an initial staffing complement of four full-time professional staff roles employed and paid for by Navitas. Accountabilities for these roles are summarized below.

WIC Executive Director: Works in collaboration with Western's Senior Academic Lead and Western senior leadership to develop and execute strategic and operational plans that support Western's goals and the needs of international students at WIC.

Academic Program Liaison: Works in collaboration with the WIC Executive Director, program, department and Faculty academic leaders and instructors to support course development, delivery and evaluation. Supports adherence to Western's academic and other regulatory standards in the methods used and prepares international students for academic success and progression.

Student Experience Manager: Works in consultation with the WIC Executive Director and professional staff at Western to provide services and supports that enable students to thrive throughout their time at WIC and in their transition to Western, leveraging best practices and innovative approaches. Focus areas include orientation, community building, integration,

wellness, leadership, career readiness and more—all intended to increase student engagement, confidence, retention, and belonging.

Academic Success Advisor: Works in consultation with the WIC Executive Director, the Academic Program Liaison, the Western Senior Academic Lead, and professional staff at Western to provide high-quality academic advice for students virtually and in-person to help students achieve their academic goals. Individual and group support includes course selection and continued academic development, as well as referrals to other resources as appropriate.

These non-academic roles would work with and through WIC and Western academic leaders as well as with Western's professional staff to ensure a smooth transition and student success.

b. Western-appointed academic roles

Unlike the 2020 proposal, Western would have full oversight of academic staff appointments, and therefore the academic work conducted at WIC, thus ensuring academic quality control and standards. The following roles would be held by Western faculty members.

Senior Academic Lead: Reporting to the Provost and Vice-President (Academic), and working collaboratively with the WIC Executive Director, this role leads the work of academic quality oversight to ensure that courses at WIC are taught to Western standards and that learning outcomes are equivalent to corresponding course sections taught at Western and its Affiliates. The role would be funded through royalty payments from WIC for a three-year term, continuing.

Instructors: High-quality instruction is the result of high-quality instructors. Under the proposed partnership, instructors teaching for-credit courses at WIC would be appointed in accordance with the provisions of the Appointments Article of the Collective Agreement (CA) between Western and the University of Western Ontario Faculty Association (UWOFA). Hiring recommendations to teach at WIC are anticipated to follow the normal path of appointment committees as closely as possible and be subject to necessary modifications as agreed upon with UWOFA. In addition to newly recruited faculty members, current Western faculty (both part-time and full-time) may hold Limited Duties Appointments under the CA to teach courses at WIC. Details of this arrangement would need to be negotiated and confirmed between the University and UWOFA, and ideally formalized as a Letter of Understanding (LOU) that would form part of the UWOFA CA. Academic departments would be compensated for the additional work of their appointment committees through funds flowing to the departments (see Section 5. Finances). The cost of all teaching at WIC would be covered by Navitas. The sections of our courses taught at the WIC could provide additional work for faculty and possibly for graduate students seeking teaching experience beyond what is available in their department.

Course Coordinators: For each Western department with a course offered at WIC, a Course Coordinator (CC) in the Western department would be appointed to ensure academic quality is maintained. The CC would work collaboratively with Instructors teaching at WIC to approve the course outlines and all major assessments while respecting their academic autonomy. The CC would review representative samples of graded major assessments and approve final grades and

grade distributions. The relationship between the WIC Executive Director, the Senior Academic Lead, the CC and the WIC Instructors would need to be highly collaborative. The funds flowing to the Western departments would provide compensation for this additional work.

Lab support: In cases where students need lab courses, WIC would contract those services directly from departments at Western. Staffing of labs would be the department's responsibility, through practices consistent with our existing employment contracts or policies. Given that class sizes at WIC would be small, we would not anticipate that additional classroom teaching support would be part of the staffing model.

Compensation for additional work: Units or departments that take on additional responsibilities in direct support of WIC and its operations would be funded by royalties paid to Western by Navitas (see section 5, Finances). Examples could include course releases, additional staffing, and additional compensation for existing employees. Details would be negotiated with any applicable employee groups.

Summary: Western appointment committees would recommend instructors to teach in WIC. Notably, the 2020 proposal assumed the outsourcing of academic work. By maintaining full academic oversight and overseeing academic hiring in the current proposal, Western mitigates risk and ensures the quality of instruction at WIC.

c. Ensuring quality and oversight

Western would be in full control of academic quality and standards. In the proposed partnership between Western and Navitas, academic quality would be upheld through multiple layers of oversight, ensuring that all teaching, learning, and progression standards align with Western's requirements and Senate-approved frameworks.

Curriculum oversight: All academic courses taught at WIC would be Western courses that have been approved by the Subcommittee on Undergraduate Academic Courses (SOC) as delegated by Senate. Such courses form part of academic programs at Western that are reviewed regularly as part of cyclical program reviews under Western's Senate-approved Institutional Quality Assurance Process (IQAP). Such reviews are led by academic units and engage faculty, students, academic staff, and external reviewers to ensure the quality of our academic programs.

Instructional oversight: Instructional oversight would also be tightly integrated with Western's existing academic structures. Instructors teaching at WIC would likely be recommended through departmental appointment committees (subject to discussion with UWOFA). CCs from Western would oversee the academic quality of instruction, while the Senior Academic Lead would be responsible for monitoring student performance, reviewing instructional delivery and liaising regularly with the WIC Executive Director and staff.

Together, these mechanisms would oversee the quality of the educational experience at WIC and its alignment with Western's standards and expectations from day one.

Summary: In the proposed partnership, Western would retain oversight of admission and progression standards, academic work, instructors, curriculum, and quality. This oversight goes far beyond the standards that typically govern the articulation agreements between universities and colleges. Three different joint committees described below would ensure both oversight and early troubleshooting should issues arise.

d. Committees

Academic Advisory Committee (AAC): Members from both Western and Navitas would meet following each academic term to review course results as reported by the CCs, monitor student success, ensure the quality of academic programming, and provide operational guidance.

Student Success Committee (SSC): Members from both Western and Navitas would meet two or three times a year to monitor the success of student supports, both at WIC and during students' transition to second-year programming at Western.

Joint Strategic Oversight Committee (JSOC): Members of senior leadership from both Western and Navitas would be responsible for strategic management of the partnership and accountable for its success. This body would meet three times per year to review reports from the AAC, monitor the performance of the partnership and set recruitment goals. The JSOC would report to Western's Senate and Board of Governors on a yearly basis.

More details on these committees are included in Appendix A.

e. Length of partnership, progress reporting and check-ins

The proposed initial term of the partnership is 10 years. It would take time for WIC to set up, recruit the first cohort, and increase student numbers to Western-approved levels over time. Because Western measures graduation rates at the 6-year mark, a 10-year partnership would provide reliable outcomes data.

The AAC would meet after each academic term to review the academic outcomes of WIC courses and assess other relevant information provided by the CCs embedded in Western departments and report to the JSOC. Western would carry out in-depth reviews—similar to the cyclical program reviews conducted for all academic programs—at both the midpoint and end of the contract. A decision to renew the partnership would depend on demonstrated success and performance outcomes (also see 3c, Ensuring Quality and Oversight).

4. Success metrics at other Canadian international colleges

Navitas currently operates five international colleges in Canada (see 1d. Why create a Western International College?). One of these (ULeth) has recently launched and has not yet delivered students to its host institution. The international colleges at WLU and TMU are also relatively new and do not yet have long-term data on graduation rates. Provincial governments typically measure graduation rates after seven years to account for changing program choices, internships, co-ops, study abroad, and other interruptions. TMU is not an appropriate comparator as it outsources the teaching at the International College through its Chang School of Continuing Education.

However, two long-established colleges—SFU's Fraser International College (FIC) and UM's International College of Manitoba (ICM)—serve as strong proof of concept. Since 2006 and 2007 respectively, these colleges have welcomed thousands of international students and supported their success.

Student Diversity by Country and Discipline: Between the 2021-22 and 2023-24 academic years, FIC brought nearly 2,900 students to Canada from a range of countries, with the single largest group (35%) from China. During the same period, ICM recruited 3,300 students, with less emphasis on China and more focus on students from other regions in the world. These colleges, along with the TMU International College (TMUIC), are recruiting a more diverse international student body than Western currently does through its direct recruitment efforts (see *Table 1* below). Breaking it down further, data from UM Senate reports show that Navitas has been able to achieve significant recruitment from regions in which Western has had little success, such as Sub-Saharan Africa.

	FIC	ICM	TMUIC	Western University (*direct entry*)
Greater China	35	5	22	60
Asia (*excluding China*)	32	55	46	17
Africa & Middle East	12	30	14	14
Americas	16	7	12	6
Other	5	3	6	3

Table 1: Fraction of recruitment (percentage) from major recruiting regions for the FIC, ICM, and TMUIC relative to Western (2021-22 through 2023-24)

International College programming: While at the international college, undergraduate students take 5.0 first-year university credits toward a degree program at the partner university. A wide range of courses is typically available: FIC currently advertises approximately 90 unique half-courses, while a full review of the ICM program prepared for the UM Senate in April 2017 indicated approximately 40 unique half-courses in the Winter 2016 term alone, many of which were offered in multiple sections. This breadth of course availability facilitates entry to a wide range of faculties (see *Figure 5*).

The time spent by students in the international college varies depending on students' high-school preparation. According to Navitas Canada, the average completion time is less than 15 months, which is consistent with the figure of 14 months provided in the 2017 UM Senate report. It is important to note, however, that both FIC and ICM offer an eight-month pre-university foundation program requiring only grade 11 education for entry—something we are not considering—and recruit students from a lower admissions band than would be approved at Western.

Completion rates of the international college first-year program are healthy: Navitas reports an 83.8% completion rate for Canada overall, which is consistent with data from the UM Senate report. This success compares well with published overall retention rates of first-year students at

SFU and UM (85.7% and 79.7%, respectively, averaged over the entering classes from 2020 through 2022).

The vast majority of students who successfully complete the Navitas program (over 92% at FIC and ICM) progress to year 2 at the partner university in a subsequent term. High retention is not surprising, given that students have taken the precise courses needed for entry to a program at the host institution, with no need to apply for transfer credit. This also suggests that students are satisfied with their experience.

This satisfaction is reflected in the results of an ICM student satisfaction survey conducted in 2016 (presented to the UM Senate at the 10-year mark of the partnership):

	Very Poor	Poor	Satisfactory	Good	Excellent
Overall Quality of Program	2	6	29	50	17
Overall Quality of Teachers	1	2	31	63	45
Overall Quality of Support Services	2	7	34	49	17
Overall Quality of Customer Services	2	6	31	63	23
Overall Quality of Facilities and Resources at ICM	1	3	29	63	25
Overall Rating of ICM as a Provider of Learning Opportunities	3	6	39	67	33
Overall, the College has an excellent learning Environment	5	9	47	68	35

Table 2: Student satisfaction at the International College of Manitoba.

Transfer to the partner university: Data from SFU Senate reports show that students from FIC are distributed across all faculties except Education, and make up slightly more than half of all new international students at SFU (see *Figure 5*). Direct-entry students accounted for 26% of new international students in 2024-25, with the remainder arriving as transfer students. The proportion varies by Faculty, with Health Sciences being prioritized over recent years and Science only recently becoming a priority for the FIC. Internal SFU data show a similar distribution of degrees earned by former FIC students, though some shift from Arts and Social Science to Business after initial entry to SFU is evident (just as it is at Western).
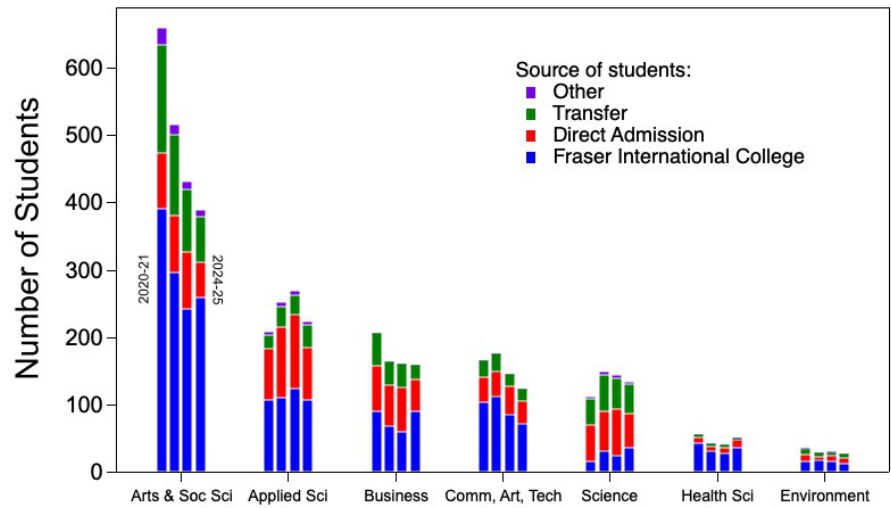
Figure 5: Distribution of new international students across faculties at Simon Fraser University (2020-21 through 2024-25).

Students progressing from the ICM to UM show a similar diversity of programs, with approximately half of graduates ultimately earning their degree from the Faculty of Arts, one quarter from Asper School of Business and the remainder distributed across programs (see Table 3).

UM Faculty	Total degrees	(%)
Agricultural & Food Science	21	4.2
Arts	245	48.5
Business	117	23.2
Engineering	44	8.7
Environment, Earth, & Resources	8	1.6
Science	54	10.7
Other	16	3.2

Table 3: Total degrees granted by UM to former IC students through 2016.

Performance at the partner university: An important metric is the performance of international college students after they enroll in the partner university. In general, such data are more difficult to obtain from public reports since former international college students are simply included in aggregate results.

Retention of former FIC students moving from year 2 to year 3 at SFU has averaged well over 90%. ICM students have experienced similar success at UM. Over the five-year period preceding the 2017 Senate report, retention of former ICM students to a subsequent year was strong, averaging 92%, matching the success of the direct-entry cohorts.

Graduation results shared by SFU and UM Senate reports show similar performance between former international college students and direct-entry international students. For instance, the graduation rate of former FIC students is within a percentage point of the graduation rate of direct-entry students at SFU who successfully progress to year 2.

Bottom line: Performance and graduation rates of students coming through FIC and ICM are comparable to those of direct-entry international students.

5. Finances

The proposed WIC partnership with Navitas would include several elements.

a. Tuition Fees at WIC

Students enrolled at WIC would pay the same tuition and full ancillary fees as international students enrolled at Western. Tuition revenue would be collected by WIC and the College would be responsible for all its costs. The ancillary fee revenues would flow directly to Western, and WIC students would have access to the same services as all Western students, noting that this revenue would allow for expansion of these services. Ancillary fees associated with student organizations (USC & SOGS) would flow directly to those organizations. Western would not bear any costs for WIC operations; quite the opposite, Western will receive royalties, including space rental fees.

b. Royalty sharing

Royalties are a proportion of tuition revenue that Navitas would collect from students at WIC and pay to Western. These royalties would more than exceed any direct and indirect costs incurred by Western as part of the academic oversight activities at WIC. We would negotiate a royalty amount with Navitas that meets our needs.

The vast majority of the royalties received would flow directly to departments and programs participating in pathway programs, as well as support units directly impacted by the partnership.

c. International tuition revenue sharing (Years 2 to 4 for undergraduates)

Students who successfully complete Year 1 at WIC and meet Western's established progression requirements would transfer to Year 2 at Western and join their direct-entry classmates. These students would pay the same tuition rates as other international students at Western, with the rates approved by Western's Board of Governors in effect at the time of their enrolment. The same conceptual model would apply to graduate students.

Incremental tuition revenue generated through this pathway would be distributed through Western's enrolment-related revenue-sharing system, as it exists at that time. At present, 50% of the incremental revenues flow to the Faculties—with 30% based on program enrolments and 20% based on teaching responsibilities. While revenue-sharing models may evolve in future, this approach ensures that faculties are resourced in alignment with enrolment and teaching demands.

While the revenue-sharing system consists of the automatic flow of funds to Faculty budgets, the remaining 50% will support the Academic Priorities Fund (APF) and provide resources to our support units. As noted earlier, due to the current constrained revenue situation, we have not been able to invest base resources in 2024-25 and 2025-26. Without incremental revenues, we will be forced to continue the "no base investment" scenarios and cuts to achieve a balanced budget.

d. Additional financial considerations

Navitas would assume all operational costs for WIC, including staff, instructor, infrastructure and student support costs.

As a point of comparison, Western's spending on international undergraduate recruitment activities, including private, for-profit agents and marketing, amounted to $3.3 million for the Fall 2024 intake. Building on these investments will be important to continue growing our direct recruitment as part of a multi-pronged approach to international education. The incremental funds outlined in Section 5 will make these investments in our direct recruitment enterprise possible.

e. Financial outlook

As noted in the introduction to this document, our revenue is shrinking while our expenses continue to rise. Relying on measures like cuts, pauses, and delays to balance the budget is not a sustainable solution—no university can cut its way to financial health. And yet, our campus community has already begun to feel the pressures of these reductions. They come at a cost, limiting our ability to invest in our research mission, attract top talent, support graduate students, advance teaching and learning, and engage meaningfully with our community. The cost of continuing as we have been, is just too high.

To secure Western's future, we must identify new, sustainable and diversified revenue streams that enable us to invest in our faculty, librarians, archivists, staff, and students—the next generation of leaders who will shape society—and honour our commitments to our communities. The proposed partnership positions us to expand our impact locally and globally.

The enrolment and revenue projections in Appendices B and C present conservative yet strategic scenarios for WIC, aligned with Western's goals and projected enrolment. Appendix E outlines the costs and risks associated with different international education options.

f. Financial Commitments to students

Over the past three years, we have added approximately $3.1 million in scholarships and bursaries for international undergraduate students. Entering into a potential partnership with Navitas would allow us to commit some of our new incremental resources to additional scholarships and bursaries for international students (undergraduate and graduate).

Navitas is also committed to supporting WIC students with scholarships for incoming, continuing, and progressing students. These scholarships would recognize academic achievement,

improvement, and community engagement. Student aid programs would be developed in collaboration with Western.

Conclusion

Great universities are global universities. As Western approaches its 150th anniversary, we honour our past achievements while looking ahead to an even greater future—one defined by impact. The next 150 years will be measured by our ability to transform lives, advance discovery, and contribute to our community, country, and the world.

In an era of division, inequality, and global challenges, our strength lies in our connectedness. By expanding our international reach, we amplify our knowledge, innovations, and creativity to address the pressing issues of our time, both at home and abroad.

Educating Canadian and international students together builds a global alumni network that will shape the future. Our graduates—leaders, scientists, entrepreneurs, and artists—will carry Western's influence across the world, becoming lifelong ambassadors, collaborators and supporters.

High-quality education requires investment. Additional revenues generated through this endeavour would enable us to reinvest in what makes us exceptional: transformative learning, world-class research, and outstanding faculty, librarians, archivists, and staff.

This partnership is a key step in our broader strategy to deepen global engagement while strengthening Western's foundation for the future.

Collaboration is in our DNA. Western is a university of passionate and resourceful people who, despite diverse perspectives, embrace new ideas and approaches and share a commitment to seeing our institution thrive. Together, and with new partners, we will harness our potential to create a greater impact on our community and the world.

Appendix A: Committees

1. **Joint Strategic Oversight Committee (JSOC)**

Proposed Membership:
- Co-Chair: Provost and Vice-President, Academic (or designate)
- Co-Chair: WIC Executive Director
- Three (3) faculty members selected by the University
- Three (3) members selected by the College

Purpose

The JSOC would provide oversight of the overall strategy and performance of the proposed partnership and provide a forum to review and resolve any high-level concerns. The JSOC would consist of senior members from both WIC and the University to ensure alignment of interests, goals and objectives and eliminate conflicts and/or barriers to success.

The JSOC would:

- Review the overall performance of the partnership annually (for the previous 12-month period) and identify any challenges affecting the partnership, including:
  - achieving agreed upon goals and objectives
  - determining and implementing solutions
  - developing solutions to identified issues
  - regularly reviewing enrolment at the College and providing broad direction on enrolment targets
- Communicate the key outcomes and decisions of the JSOC to the members of the University and the College and ensure issues are resolved expeditiously;
- Resolve any areas of conflict between the University and the College;
- Implement effective risk management to minimize or eliminate risks, threats and potential barriers to the success of the partnership;
- Review the internationalization global engagement goals of the University and look for opportunities for increased alignment; and
- Share global international education data.

Meetings

The JSOC would typically meet three times per year.

2. **Academic Advisory Committee (AAC)**

Proposed Membership
- Chair: Provost and Vice-President, Academic (or designate)
- Three (3) faculty members selected by the University
- Three (3) members selected by the College

Purpose

The AAC would be an advisory committee to both the University and the College to ensure that the academic quality of the WIC programs meets the highest standards.

The AAC would also decide:

- On the reports to the university and the College, which would include provision for regular consultation with students;
- Student academic appeal cases that are not resolved at initial stages of appeal. In seeking resolution, the AAC would be guided by the University's policies and regulations.
- The AAC would be responsible for tracking and reporting on the following:
    o The academic performance of students who progress from the College to the University;
    o The number of students who progress, and the majors/programs they undertake;
    o The quality assurance processes and academic performance of students at the College;
    o The course mapping within the pathway programs;
    o An analysis of any increase to faculty workloads resulting from academic oversight of the courses offered through the College;
    o Any concerns that the College instructors have regarding working conditions;
    o The College would provide information to the University regarding academic issues including academic accommodation, and academic integrity.

Meetings

The AAC would meet at minimum at the conclusion of each term (i.e., at least three times per year) and at additional times as necessary.

3. **Student Success Committee (SSC)**

Proposed Membership
- Co-Chair: Vice-Provost, Students (or designate)
- Co-Chair: WIC Executive Director
- University Registrar
- Three (3) members selected by the University
- Three (3) members selected by the College
- Resource: President, University Students' Council (or designate)
- Resource: President, Society of Graduate Students (or designate)

Purpose

The SSC would be responsible for implementing strategy and tactics for recruitment, support the transition of students into the WIC programs and progression into university programs. The committee would foster and strengthen the collaboration between the University and the College to realize its goals for enrolment, supports, and progression.

The SSC would:

- Review the effectiveness of student support and services provided;
- Ensure that the preparations for student intakes are carefully planned and operationalized;
- Monitor admissions, focusing on the enrolment targets agreed upon by the JSOC;
- Review the competitive positioning of the programs in relation to other education options for international students;
- Review the effectiveness and efficiency of the admissions processes, and the coordination and collaboration between the College and the University; and
- Review services offered by the University and recommend changes required to support continuity of care once students progress into the second year.

Meetings

The SSC would meet two or three times in each 12-month period.

Appendix B: Undergraduate enrolments with and without an international college

Western's undergraduate enrolment has grown substantially over the past few years. Since 2018-19, full-time undergraduate enrolment has increased by more than 5,600 students. However, in the same period, the number of international fee-paying undergraduate students has declined by 780. In 2024-25, our undergraduate international enrolment was 7.5% of our total undergraduate enrolment, well below the 20% target outlined in our Strategic Plan and well below what our U6 peers have achieved.

Lines 1 to 4 in the table below simulate projected growth in undergraduate enrolment over the next nine years—assuming Western does not establish WIC. Line 2 reflects projected growth in undergraduate international enrolment, based on the assumption of a more favorable external environment and additional institutional investment and efforts. Under this scenario, international undergraduate enrolment would increase by approximately 490 students, reaching 9.2% of total undergraduate enrolment by 2032–33.

Lines 6 to 12 simulate projected additional international students through an international college model. The simulation is conservative and based on growth numbers at other international colleges. The incremental number of students coming to Western (Years 2 to 4 of study) exceeds 2,300 in 2033-34 (line 10). In total, our international enrolment would exceed 5,000 (line 11) and the percentage of international students would be nearly 16% (line 12).

Table: Simulation of enrolment outcomes of an International College partnership:

		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
	Full-Time Undergraduate Enrolment at Western *Projection without establishment of an international college*										
1	Domestic UG (all years of study)	27,394	27,165	27,149	26,700	26,564	26,604	26,604	26,604	26,604	26,604
2	International UG (all years of study)	2,212	1,974	1,902	1,947	2,129	2,280	2,516	2,608	2,659	2,700
3	Total UG enrolment	29,606	29,139	29,051	28,647	28,693	28,884	29,120	29,212	29,263	29,304
4	**Proportion of international students**	**7.5%**	**6.8%**	**6.5%**	**6.8%**	**7.4%**	**7.9%**	**8.6%**	**8.9%**	**9.1%**	**9.2%**
	Possible Western International College (WIC) Partnership *Projection with establishment of an international college*										
6	Incremental Year 1 International students at WIC			80	125	250	500	750	1,000	1,250	1,250
7	Progressing from WIC to Year 2 at Western				68	106	213	425	638	850	1,063
8	Progressing to Year 3 at Western					61	95	192	383	574	765
9	Progressing to Year 4 at Western						55	86	173	345	517
10	Total incremental international enrolment				68	167	363	703	1,194	1,769	2,345
11	Total international enrolment at Western				2,015	2,296	2,643	3,219	3,802	4,428	5,045
12	**Proportion of international students**				7.0%	8.0%	9.0%	10.8%	12.5%	14.3%	15.9%

Appendix C: Incremental revenues resulting from the International College model

Table 1 below simulates the incremental revenue Western could receive through incremental enrolment resulting from the transfer of students from WIC (see row 1). These revenues are projected to grow steadily over time, exceeding $125 million by 2033–34—in constant 2025-26 dollars (line 3). Without WIC, this revenue would not be available. Should enrolment at WIC exceed the simulation, Western's revenue would increase even further.

Table 1: Simulation of potential revenues (in 2025-26 dollars) deriving from WIC (Undergraduate)

	Academic Year	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
1	Incremental international undergraduate enrolment from WIC	68	167	363	703	1,194	1,769	2,345
2	Average international undergraduate tuition rate (based on 2025-26 $)	53,500	53,500	53,500	53,500	53,500	53,500	53,500
3	**Total projected incremental tuition revenue**	**3,638,000**	**8,934,500**	**19,420,500**	**37,610,500**	**63,879,000**	**94,641,500**	**125,457,500**

The potential revenue deriving from a professional master's pathway from WIC will depend on the specific programs involved. As an illustration, Tables 2 through 5 present the additional revenue that might result from incremental students to four programs that have expressed initial interest in creating a pathway: Engineering (M.Eng.), Health Sciences (CSD/OT/PT), and Science (MDA and MES). Lines 1–3 in the tables represent the current international enrolment in those programs and the resulting tuition. In both cases, a modest increase in the initial class is modelled on line 4, with 5-10 additional international students assumed in each successive year, resulting in the incremental tuition revenue shown on line 5. Additional programs would be free to explore pathways where capacity exists.

Table 2: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathway in Engineering

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	318	292	280	295	300	300	300
2	Tuition Rate (constant 2025-26 rate)			$45,779	$45,779	$45,779	$45,779	$45,779
3	**Tuition Revenue**			**$12,818,120**	**$13,504,805**	**$13,733,700**	**$13,733,700**	**$13,733,700**
4	Simulation of Additional Enrolment through WIC				25	35	45	55
5	**Additional Tuition revenue**				**$1,144,475**	**$1,602,265**	**$2,060,055**	**$2,517,845**

Table 3: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathways in Health Sciences

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	19	26	38	46	46	46	46
2	Tuition Rate (constant 2025-26 rate)			$40,075	$40,075	$40,075	$40,075	$40,075
3	**Tuition Revenue**			**$1,522,850**	**$1,843,450**	**$1,843,450**	**$1,843,450**	**$1,843,450**
4	Simulation of Additional Enrolment through WIC				10	20	30	40
5	**Additional Tuition revenue**				**$400,750**	**$801,500**	**$1,202,250**	**$1,603,000**

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Table 4: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathway in Science (Master of Data Analytics)

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	29	34	30	30	30	30	30
2	Tuition Rate (constant 2025-26 rate)			$59,245	$59,245	$59,245	$59,245	$59,245
3	**Tuition Revenue**			**$1,777,350**	**$1,777,350**	**$1,777,350**	**$1,777,350**	**$1,777,350**
4	Simulation of Additional Enrolment through WIC				10	15	20	25
5	**Additional Tuition revenue**				**$592,450**	**$888,675**	**$1,184,900**	**$1,481,125**

Table 5: Simulation of potential revenues (in 2025-26 dollars) deriving from a professional master's pathway in Science (Master of Environment and Sustainability)

	Academic Year	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
1	Current Plan for Full-Time International Enrolment	8	5	8	8	8	8	8
2	Tuition Rate (constant 2025-26 rate)			$40,075	$40,075	$40,075	$40,075	$40,075
3	**Tuition Revenue**			**$320,600**	**$320,600**	**$320,600**	**$320,600**	**$320,600**
4	Simulation of Additional Enrolment through WIC				5	10	15	20
5	**Additional Tuition revenue**				**$200,375**	**$400,750**	**$601,125**	**$801,500**

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Appendix D: Professional Master's Programs

Background

Professional master's programs are graduate degrees designed to provide specialized knowledge and skills for a specific profession or career path. Unlike research-based master's programs, which provide experience and training in research and scholarship, professional master's programs are specifically designed for re-skilling and upskilling with a greater focus on practical skills and knowledge relevant to the profession. They are designed to prepare students for specific career paths and to enhance their job prospects. Professional master's programs often include experiential learning opportunities such as practicums, internships, or projects. There is a demand for such credentials in a wide range of fields including education, engineering, healthcare, information and media, business and finance, and analytics.

While the proposed partnership to establish a pathway into professional master's programs at Western is the only one in Canada, Navitas has extensive experience in establishing and operating master's-level pathways through Navitas colleges in partnership with universities in several other countries, including Australia, the United Kingdom, Germany, New Zealand, the United Arab Emirates, and the United States.

Professional Master's Programs at Western

There are 29 professional master's programs at Western offered through eight Faculties. Currently, about 30% of students in these programs are international. Recruitment into graduate programs lies primarily with the programs and faculties themselves. With a few exceptions, resources for active recruitment are absent or very limited. As a result, the accept-retention rate of international students (i.e., the fraction of applicants who accept the admission offer and ultimately enroll in the program) is low (3-year average is under 40%). Expanding professional master's enrolment is a priority for our faculties, but their efforts are restricted by resource availability. Furthermore, over 80% of the international students in these professional master's programs are from 3 countries; therefore, an ever-changing geopolitical environment makes growth of professional master's programs highly uncertain if we do not diversify recruitment. Currently, we do not have the capacity or resources to expand our recruitment efforts for these programs.

Graduate admission decisions are made by each graduate program. Admission requirements, including the entrance average (apart from the 70% baseline requirement set by the School of Graduate and Postdoctoral Studies), are set by the program. As per the Senate policy on graduate admissions, admission to a master's program at Western requires a 4-year degree. However, the policy has a provision to allow programs to consider equivalent qualifications as deemed appropriate per the standards of the discipline or profession.

Pathways to professional master's programs through WIC

WIC would offer a pathway to professional master's programs at Western for prospective students through a pre-master's preparatory program designed to prepare international students for academic success. Typical courses would hone communications and professional skills.

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Specific courses would be developed in collaboration with participating Western graduate programs.

In addition to this preparatory program, students would complete one of the following options at WIC according to their academic standing:

- **Master's Qualifying Program:** Students who fall slightly short of an admissibility requirement, such as English-language proficiency, would have the opportunity to upgrade their ability to become admissible and enhance their preparation for a graduate program.
- **Advanced Graduate Pathway:** Students who hold a 4-year bachelor's degree but lack specific prerequisites for a particular professional master's program, and who are otherwise well-qualified, would complete their requirements at WIC.
- **Graduate Pathway:** Globally, many countries offer 3-year bachelor's degree programs. Graduates of these programs, while academically strong, are not eligible to apply for direct entry to graduate programs at Western. The proposed partnership would allow these students to complete additional academic work at WIC to meet eligibility for their intended professional master's program. Each participating Western graduate program would determine the specific additional academic requirements that these students must complete at WIC prior to entry.

Graduate student profile pathways
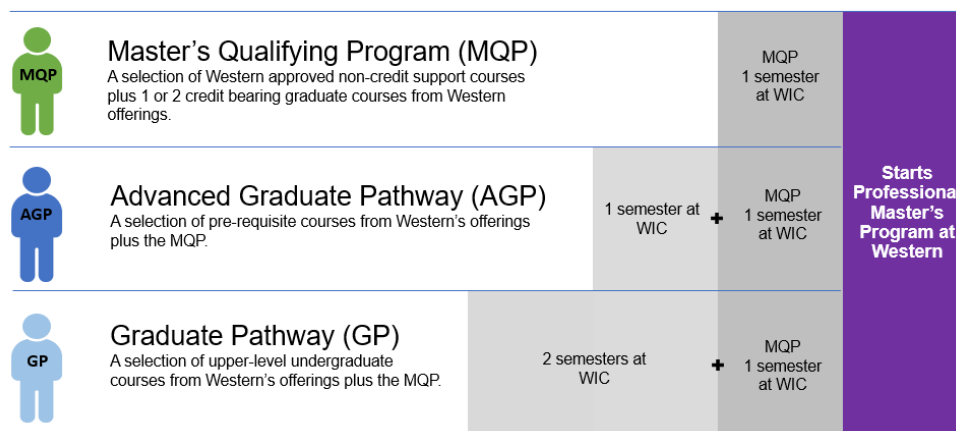
Figure 6: Graduate student pathways

In addition, students with appropriate prerequisites could have access to 1–2 for-credit master's courses while still at WIC, thus decreasing their total time in-program.

Students coming to Western through a pre-master's pathway will receive a conditional admission offer from the corresponding Western graduate program to apply for their study permit. They will then continue to Western's professional master's program once they have met their admission conditions through their time at WIC.

Students who meet the requirements for direct admission to a professional master's program at Western would be referred to Western for direct entry to the professional master's program.

Participation in the WIC Professional Master's Pathway

The decision to participate in the WIC professional master's pathway lies with individual graduate programs and faculties. Each professional master's program at Western has unique program design and admission requirements. For professional master's programs wishing to participate, specific pathway design(s) would be developed jointly by the graduate program and Navitas for pathways that align with each program's requirements. These pathway designs would be formalized through program modification for each participating program. Consistent with Western's quality assurance process, any major modification to a graduate program would require the approval of Senate.

Examples of WIC pathways to several professional master's programs at Western are described below. These examples illustrate the unique pathway designs to facilitate the specific admission requirements for different professional master's programs.

Faculty of Engineering: Master of Engineering (MEng)

Master's Qualifying Program: A student in this pathway would have an Engineering background but might narrowly miss the English language proficiency requirement for direct graduate admission. They may also want to enrich their communication and other professional skills to be better prepared for academic success in the MEng program at Western. They will complete a non-credit pre-master's preparatory term at WIC, including English language preparatory programming through WELC. They may also complete 1–2 for-credit master's courses (to reduce total time in-program), prior to transferring to Western.

Advanced Graduate Pathway: Students with science degrees often seek to join the MEng program to gain a more applied degree. They will take one to two terms (depending on qualifications) of selected core undergraduate engineering courses at WIC, followed by the pre-master's preparatory term, prior to beginning the MEng program. Along the way, they may complete 1–2 for-credit master's-level courses.

Faculty of Health Sciences (FHS): Physical Therapy, Speech language pathology, Audiology, Occupational Therapy

Graduate Pathway: A student in this pathway might hold a 3-year bachelor's degree, the norm in Europe. They would enter WIC prior to the start of their intended professional master's program for a two-semester pathway consisting of 5.0 credits of Western-approved undergraduate courses, followed by the pre-master's qualifying program. Courses would include prerequisites common to the FHS professional master's programs (e.g., Physical Therapy (PT), Speech Language Pathology (SLP), and Audiology all have anatomy and/or physiology and statistics prerequisites) along with other prerequisites specific to their target program. These prerequisites would represent a range of undergraduate courses.

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Other courses developed jointly by WIC and FHS would contribute to preparing students in this pathway for a broad understanding of rehabilitation professions as well as the intensive coursework and clinical placement requirements of all the rehabilitation graduate programs (e.g., Foundations in Rehabilitation Sciences). This WIC pathway would also include English language proficiency training (through WELC), as the participating FHS graduate programs require higher minimum scores than many other graduate programs.

AGP

Advanced Graduate Pathway: A student in this pathway would enter the WIC prior to the start of their intended program for a single semester to acquire prerequisites not included in their 4-year bachelor's degree. There is potential overlap of the pathways for 3- and 4-year bachelor's degree students: a student in the Advanced Graduate Pathway might join a student in the Graduate Pathway for a single semester because both need to take anatomy and statistics. Like the two-term Graduate Pathway, the one-term Advanced Graduate Pathway would also offer courses that would contribute to preparing students for a broad understanding of rehabilitation professions as well as the intensive coursework and clinical placement requirements of all the rehabilitation graduate programs (e.g., Foundations in Rehabilitation Sciences).

Faculty of Science: Master of Data Analytics (MDA), Master of Environment and Sustainability (MES)

AGP

Advanced Graduate Pathway: A student in this pathway would hold a 4-year bachelor's degree and meet the general academic and English proficiency requirements for the MDA program at Western, but might lack specific prerequisites necessary to successfully meet the learning expectations of the MDA program. During one term of prerequisite coursework at WIC they will complete up to two undergraduate courses in Statistics (second-year level) and/or Computer Science (first- or second-year level) alongside non-credit pre-master's preparatory courses.

MQP

Master's Qualifying Program: A student in this pathway is a capable applicant who has interests in Environmental Science. However, they might narrowly miss the English language proficiency requirement for direct graduate admission to the MES program. They also might want to enrich their communication and other professional skills to be well prepared for academic success in the MES program at Western, and the associated placement. They will complete a non-credit pre-master's preparatory term at WIC, including English language preparatory programming through WELC.

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Appendix E: Risk Assessment of International Education Models

The following analysis summarizes key risks and considerations associated with three international education models: a partnership model to set up **Western International College (WIC) in partnership with Navitas,** an **In-House First Year Model**, and increased international recruitment leading to **Direct Entry**. A detailed comparison of financial, governance, recruitment, student experience, academic, and reputational risks is provided below.

Summary of risk assessments:

1. **Financial:** Partnership models increase revenue certainty (amount and timing) and manage downside financial risk for Western. The Partnership model accrues revenue to Western quickly, without upfront costs. In contrast, the In-House option and Direct Entry students place the financial risk solely on Western, with no downside protection to manage financial uncertainty. Modeling the financial success of the In-House and Direct Entry options is challenging due to their reliance on a developed recruiting network.

2. **Governance:** Oversight structures in any option would provide necessary reporting of performance through Western's governance system, with minimal differences in governance risk between options.

3. **Recruitment and Admissions Process:** Partnering with Navitas could significantly benefit Western's international recruitment but also result in reduced control over the recruitment process without proper oversight. The current state and In-House options do not provide a viable option to meet international targets.

4. **Student Experience:** Development of programs to support first-year international students is similar under both options with delivery provided by the partner for some services. Oversight committees would be established to minimize residual risk and ensure consistent experience under the options considered.

5. **Academic Experience:** Western would retain control over the development and delivery of academic programming under any of the options considered. Under the Partnership model, joint committees would provide additional oversight over academic standards.

6. **Reputational Impact:** The Partnership model option could potentially impact the reputation of the university due to its association with a private enterprise. However, the experiences of other universities partnering with Navitas do not demonstrate a clear reputational impact (positive or negative). While QS rankings for the University of Manitoba, Simon Fraser University, and other university partners have generally remained stable throughout the partnership, top universities like Sydney and Melbourne have continually improved their rankings. Many factors contribute to international rankings, and there is no indication that a public-private partnership would single-handedly affect reputational rankings. Additionally, continued poor performance with Direct Entry recruitment (including the In-House option), could lead to a negative international perception, further hindering recruitment efforts.

Risk comparison across recruitment options

1. **Residual**

The following table highlights areas where the residual risks are similar across all options, as well as areas where risks differ based on the recruitment model.

Comparison of Risk by Option		
Similar level of Residual Risk for All Options		
• Governance Structure • Governance Oversight • Admissions Processing • Recruitment Process Oversight	• Student Experience - 1st year Experience • Student Experience - Access to Resources • Student Experience - Residence Experience	• Academic Experience - Delivery of Academic Programing • Academic Experience - Academic Standards • Academic Experience - Curriculum Offering
Lower Risks with Partnership - WIC	Lower Risks with In-House First Year	Lower Risks with Direct Entry
• Recruitment Network • Financial Risks—Revenues amount/timing • Financial Risks—Downside risk managed, no additional expense	• No reputational impacts from Partnering with a Private Enterprise	• Student Admissions Standards
Higher Risks with Partnership - WIC	Higher Risks with In-House First Year	Higher Risks with Direct Entry
• Reputational Impacts from Partnering with a Private Enterprise	• Recruitment Network • Financial Risks—Revenues amount/timing • Financial Risks—Expense amounts	• Recruitment Network • Financial Risks—Revenues amount/timing • Financial Risks—Expense amounts

Recruitment is the key differential risk that has multiple downstream impacts to financial and operational outcomes; the Partnership model manages recruitment risk most effectively, and limits downside financial outcomes to Western.

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2. **Financial risk**

The table below outlines key financial risks and considerations across the three recruitment models— Partnership model, In-House First Year and Direct-Entry model.

Financial			
Risk/Issue	Western International College (WIC)	In-House First Year	Current State—Direct Entry
Amount of revenue	Lower uncertainty	Higher uncertainty	Higher uncertainty
Timing of revenues	Lower uncertainty	Higher uncertainty	Higher uncertainty
Operating expenses	Incurred by partner	Incurred by Western	No Change
Recruitment expenses	No additional cost	Higher uncertainty/cost	Higher uncertainty/cost
Underperformance Financial Risk	Partner	Western	Western
Overperformance Financial Reward	Shared	Western	Western
Partner risk	Single	Diversified	Diversified

Key Considerations:
A key financial risk is the success of the recruitment network. The operational costs of the college are similar for both Partnership and In-House options. However, under the WIC option, the financial risk for the operations and the recruitment network is transferred to the partner. This model minimizes Western's exposure to financial risks. The WIC option leverages established and diverse partner networks, providing more stable and faster revenue streams for Western.

There is substantial financial uncertainty related to the In-House and current state options, which require upfront expense to build out the recruitment network. This increases revenue risk in terms of amount and timing. Unpredictable recruitment numbers lead to uncertain revenues, increasing the risk of unsustainable deficits that Western must fund. Delays in achieving sustainable recruitment numbers creates risk, with valuable time lost that is needed to develop alternative revenue streams in support of Faculty operating budgets.

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While underperformance jeopardizes Western's long-term financial health in all scenarios, only the In-House and current state options require Western to fund deficits through allocations from the existing operating budget. In the Partnership model, the partner funds any deficits, reducing Western's financial burden. If efforts overperform, Western benefits in all scenarios. The University takes all the risks and rewards with the In-House and current state options, but the financial risk is highest for Western, and these options have the most uncertainty. Under the WIC option, Western manages downside risk while sharing in the financial rewards; the timing of revenues has less uncertainty and is most probable to start in year 1.

Diversifying partner risk under the In-House and Direct Entry options adds value by limiting Western's exposure if a single partner fails. To mitigate this risk under the WIC scenario, enhanced due diligence on the partner is essential to assess their financial stability as a partner, to meet the college's obligations, and demonstrate long-term financial commitment to Western. Due diligence on the financial strength of the WIC partner, as well as other risks identified is required. This due diligence should evaluate the partner's strategic direction, industry trends, financial health, legal risks, and operational risks. Additionally, contingency planning is also necessary under all models to ensure continuity in the event of partner failure.

Diversification under In-House and current state options reduces reliance on any one partner, but increases international tax compliance risk and monitoring requirements in multiple foreign jurisdictions, both of which increase financial risk directly to Western. Under the WIC model, these risks and expenses are managed by the partner.

3. Governance

The following table summarizes governance structures and oversight mechanisms for each option.

Governance			
	Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
Structure	Partnership between Western and Navitas. Final structure of WIC needs to be determined and outlined in a final agreement. Reputational impacts would need to be considered for any partnerships with a private enterprise.	Leverage Western's existing governance structures and build on existing oversight mechanisms, such as those used in preliminary year.	No Change
Oversight	Western would be directly responsible for delivering curriculum, academic standards, faculty selection, student recruitment standards, space, brand promotion and ancillary services. Western would have oversight of remaining functions managed by Navitas through various committees. A joint Strategic Oversight Committee to review and monitor performance and set goals would report annually.	Responsibility for all activities remain with Western. Organizational structures (including reporting) would need to build on existing oversight mechanisms to ensure proper oversight of this option.	No Change

Key Considerations: While the oversight of WIC is similar to existing partnerships, it is unique in terms of delivering an academic experience in partnership with a private entity. Joint committees are proposed under WIC to ensure information for decision making purposes is delivered to Western. The adequacy of the governance structure should be assessed to ensure it provides oversight and accountability acceptable to Western.

4. Recruitment and Admissions Process

This section compares how each option would manage international student recruitment and admissions.

Recruitment and Admissions Process			
	Western International College (WIC)	**In-House First Year**	**Current State – Direct Entry**
Recruitment Network	Leverages the experience of an experienced partner with established recruiting expertise across regions and student cohorts. This significantly reduces recruitment risk for Western by transferring it to a third party.	Expanding our recruitment network for pre-admissible students is necessary, requiring additional time and new expertise, in addition to understanding regional dynamics and evolving student preferences for every country. Building this network increases recruitment risk as it delays the time to bring students to Western.	Expanding our recruitment network is necessary and would require understanding regional dynamics and evolving student preferences for every country. Building this network increases recruitment risk as it delays the time to bring students to Western.
Identified Prospects Pool of Candidates	Accesses student prospects previously unavailable to Western. Can also supplement Direct Entry international enrolment. This provides the largest pool of candidates available to Western, among the alternatives considered.	Until effective recruitment efforts are undertaken, this option could potentially draw resources from the current recruitment processes, requiring additional support.	Resource intensive method to identify potential candidates.

Key Considerations: The WIC option and potentially the In-House first-year option provide the option for to admit students at a lower admissions average relative to domestic students. Issues related to equity and fairness would need to be considered, especially for domestic students.

Additionally, the practices used by third parties to attract and recruit students would not be under Western's direct control. Processes to ensure recruitment practises acceptable to Western would need to be implemented in all scenarios to provide assurance.

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5. **Student Experience**

The following section examines how each option would support the first-year experience for international students.

Student Experience			
	Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
1st year orientation/integration	Developed by Western and monitored by Student Success Committee	Determined by Western	Determined by Western
Residence Experience	Determined by Western	Determined by Western	Determined by Western
Access to Sports and Intramurals	Western Experience	Western Experience	Western Experience
Mental Health Resources	Western Experience	Western Experience	Western Experience
Clubs/Social Access	Western Experience	Western Experience	Western Experience

Key Considerations: The goal of each alternative is to provide a consistent Western experience for international students and value-added opportunities delivered by WIC. In the case of WIC, most services will be provided though Western, and some portions of that experience will be managed by Navitas, with oversight from Western. Support Services for students would be funded by ancillary fees, the same under any of the models. Processes will need to be developed to manage risks, and oversight will be key to our success. Other operational risks around safety/security also should be considered under any option.

6. Academic Experience

This section reviews how each option would maintain the quality and delivery of academic programs.

Academic Experience			
	Western International College (WIC)	In-House First Year	Current State—Direct Entry
Delivery of Academic Programing	Delivered by Western faculty	Delivered by Western faculty	Delivered by Western faculty
Academic Standards	Determined by Western. Joint Academic Advisory Committee to provide oversight.	Determined by Western	Determined by Western
Curriculum Offering	Oversight and final approval from Western to meet current Standards.	Would need to be newly developed, financed and piloted to meet needs of this group.	Existing Western Process

Key Considerations: Western would retain control over the development and delivery of academic programming. Navitas would be responsible for providing the infrastructure for teaching. Partnering with a private enterprise could have reputational impacts. Academic Experience would be similar under the options considered.

7. Reputational Impact

This section explores the potential reputational impact of each model.

Reputational Impact		
Western International College (WIC)	**In-House First Year**	**Current State—Direct Entry**
Partnering with a private enterprise has been raised as a potential risk to Western's reputation. University rankings are influenced by a multitude of factors, including academic reputation, academic output as measured by Scopus, employment outcomes, sustainability, and international collaborations. A change in rank cannot be solely attributed to the Navitas partnership but it can provide an indicator of an institution's reputation over time. The universities partnering with Navitas and ranked in the top 200 have all improved their QS rank since 2012 while the lower ranked schools have mixed results. The University of Sydney has been engaged with private partners for delivery of education for the past two decades (Navitas since 2023). Lancaster University and Curtin University have also partnered with Navitas since at least 2012, and Deakin University since 2015). These universities have either improved or maintained their QS rankings during that time. Simon Fraser University and the University of Manitoba have experienced mixed ranking performance during the years of their partnerships with Navitas. SFU has maintained a top 400 ranking, while UM has seen a decline in their rank.	Recruitment challenges for this option have been detailed above as being a higher risk. Underperformance of recruitment efforts could negatively impact Western's reputation. This would add further challenges to future recruitment efforts.	Under the current state, continued underperformance of direct recruitment efforts could negatively impact Western's reputation. This would add further challenges to future recruitment efforts.

ITEM 13.0 – Report of the Academic Colleague

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

The recent meeting of the Academic Colleagues provided critical insights into emerging trends, strategic initiatives, and policy developments affecting Ontario's higher education landscape. This report synthesizes key discussions and decisions from the meeting, with particular emphasis on impact storytelling, institutional advocacy, and system-wide challenges and opportunities pertinent to the sector.

Impact Storytelling and Research Communication

A central focus of the meeting was the advancement of impact storytelling within Ontario's academic community. Dr. Barbara Fallon, Associate Vice-President, Research at the University of Toronto, delivered a presentation elucidating innovative approaches to conveying research impact. She highlighted the University's efforts to systematically map impact pathways—from inputs such as funding and infrastructure to ultimate impacts like societal change—using frameworks such as the Impact Pathway Model and the RISE Toolkit developed by OISE. These tools serve to enhance researchers' capacity to articulate the broader significance of their work, thereby fostering stronger engagement with stakeholders and the public.

Discussions underscored the importance of developing practical resources, including impact templates and targeted workshops, to support faculty in describing their research influence. Consideration was also given to the potential for narrative-style CVs to serve as effective vehicles for impact demonstration in academic and funding contexts. Challenges identified included varying discipline-specific capacities for impact communication and the need to integrate equity, diversity, and inclusion considerations into impact storytelling.

Institutional Engagement and Capacity Building

Participants recognized the increasing demand from faculty for guidance on impact communication, as well as the necessity of building institutional capacity in these areas. The engagement of staff and scholars in impact initiatives was identified as a strategic priority to foster a culture of dissemination and societal relevance.

Systemic and Policy Update

The session included comprehensive updates on the broader postsecondary landscape provided by COU President and CEO Steve Orsini. Notable themes included:

Fiscal and Policy Challenges: Declining international student enrolments due to visa processing delays remain a significant concern, prompting COU and Universities Canada to advocate at the federal level.

Provincial Investments: Recent provincial allocations support STEM enrolments and primary care training, possibly underscoring our government's priorities.

Advocacy Strategies: COU emphasizes the importance of portraying universities as vital economic and social assets, advocating for increased baseline funding and enrolment expansion. Polling data suggest that public support correlates positively with awareness of the sector's financial needs.

External Partnerships and Public Image: Engagement with organizations such as the Ontario Chamber of Commerce and Canadian Manufacturers and Exporters aims to bolster advocacy efforts. Additionally, a new working group is examining initiatives to enhance the public image of universities through strategic communications.

Efficiency and Accountability Measures

Discussions on operational efficiency focused on the potential development of sector-wide metrics and the impact of the Ministry's Efficiency and Accountability Fund (EAF) reviews. These are intended to optimize resource utilization without compromising academic excellence.

The meeting reaffirmed the need for Ontario universities to reinforce effective impact communication, advocate robustly for sustained funding, and adapt to systemic pressures through strategic initiatives. Our ongoing efforts as a sector, in these domains, will be pivotal in maintaining our leadership and fulfilling our mission.

ITEM 14.0 – The Unanimous Consent Agenda

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That the items listed in the Consent Agenda be approved or received for information by the Senate by unanimous consent.

The Senate's parliamentary authority - *American Institute of Parliamentarians Standard Code of Parliamentary Procedure* (formerly called *Sturgis Standard Code of Parliamentary Procedure)* - explains the consent agenda:

> Organizations having a large number of routine matters to approve often save time by use of a *consent agenda*, also called a *consent calendar* or *unanimous consent agenda*. This is a portion of the printed agenda listing matters that are expected to be non-controversial and on which there are likely to be no questions.
>
> Before taking the vote, the chair allows time for the members to read the list to determine if it includes any matters on which they may have a question, or which they would like to discuss or oppose. Any member has a right to remove any item from the consent agenda, in which case it is transferred to the regular agenda so that it may be considered and voted on separately. The remaining items are then unanimously approved *en bloc* without discussion, saving the time that would be required for individual votes.

A number of Canadian university governing bodies have employed the consent agenda format to include not only routine approval items, but also information items. One reason for using this format is to allow the governing body to focus on major items of business. While approval of an omnibus motion saves time at meetings, members will want to review the agenda materials carefully in order that they properly discharge their responsibilities.

How it works for Senate:

In consultation with Committee chairs and principal resource persons, the University Secretary identifies action and information items that are routine and/or likely non-controversial. Action and information items on the agenda that are <u>not</u> noted on the consent agenda will be presented singly for discussion and voting (when appropriate).

When members receive their meeting agendas, they should review all reports in the usual manner. **If any member wants to ask a question, discuss, or oppose an item that is marked for the consent agenda, they can ask to have it removed from the consent agenda** by contacting the University Secretary (at senate@uwo.ca) prior to the meeting or by asking that it be removed before the Chair calls for a mover and seconder for the motion to approve or receive, by unanimous consent, the items listed.

At the Senate meeting, before the unanimous consent motion is presented for approval, the Chair of Senate (1) will advise the Senate of items that are to be removed from the list based on prior requests from Senate members; and (2) will ask if there are any other items that should be removed from the list. The remaining items are then unanimously approved *en bloc*

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without discussion. Those matters that have been struck from the consent agenda will be handled in the usual way.

The minutes of the Senate meeting will report matters approved as part of the consent agenda as "carried by unanimous consent". Information items received as part of the consent agenda will be reported as received.

ITEM 14.1(a) – Membership – *ad hoc* Working Group for the 2025-2026 Governance Review

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Report of the Senate *ad hoc* Committee on Renewal, accepted by Senate in June 2016, included a recommendation that a full structural review [of Senate] be conducted every 10 years. With the 10-year mark approaching in 2026, the Operations/Agenda Committee (OAC) struck an *ad hoc* Working Group for the 2025-2026 Governance Review.

Further information is available in the May 14, 2025 Senate agenda (p. 62 – 64).

A Call for Nominations for the *ad hoc* Working Group was issued on May 20, 2025.

At its meeting on May 28, 2025, OAC received the nominations and elected members to the *ad hoc* Working Group.

The membership of the *ad hoc* Working Group is attached for Senate's information.

ATTACHMENT(S):

Membership – *ad hoc* Working Group for the 2025-26 Senate Governance Review

ad hoc Working Group for the 2025-2026 Governance Review		
Elected membership:		
Name:	**Elected By:**	**Constituency:**
Erika Chamberlain	OAC	Past faculty/staff member of Senate
Mark Cleveland	OAC	Past faculty/staff member of Senate
Donna Kotsopoulos	OAC	Current faculty/staff member of Senate
Alfonso Nocilla	OAC	Current faculty/staff member of Senate
Lynn Shaw	OAC	Past faculty/staff member of Senate
Ken Yeung	OAC	Current faculty/staff member of Senate
Noah Zabian	OAC	Undergraduate student Senator
Vacant	OAC	Graduate student Senator
Ex officio membership (voting):		
Name:	**Position:**	
Sophie Roland	Chair, Operations/Agenda Committee (OAC)	
Ex officio membership (non-voting):		
Name:	**Position:**	
Amy Bryson	University Secretary	
Resource (non-voting):		
Name:	**Position:**	
Caroline Whippey	Associate University Secretary	
Melissa O'Connor	Governance Specialist	

ITEM 14.1(b) – Chair's Report on Questions and Issues for Discussion

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Senate's Adopted Policies and Procedures provide the following:

> 4.2.1 Questions and Issues for Discussion
>
> (a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.
>
> (b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

At its meeting on May 28, 2025, OAC considered a question received from Christopher Alcantara, Senator, submitted to the Operations/Agenda Committee through the University Secretariat. The Committee has reviewed the submission and determined that the question falls within the mandate of Senate. As such, the Committee has decided that the question will be addressed during the Senate Discussion and Question Period under item 16.0 of this agenda.

ATTACHMENT(S):

Questions and Issues for Discussion

ITEM 14.2(a) – Faculty of Engineering: Revisions to the Policy on "Progression Requirements – Engineering"

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on Academic Policy, Senate approve that effective September 1, 2025, the policy on "Progression Requirements – Engineering" be revised as shown in Item 14.2(a).

EXECUTIVE SUMMARY:

The Faculty of Engineering is proposing to revise the policy on "Progression Requirements – Engineering" to rename the *Failed Year for Upper Year Students* as the *Academic Recovery Plan*. Many students face academic challenges due to a variety of personal, financial, or health-related circumstances, and the term "Failed Year" can be discouraging, reinforcing feelings of defeat rather than resilience. By rebranding this policy as the *Academic Recovery Plan*, the Faculty of Engineering aims to foster a more supportive and constructive approach to academic probation, emphasizing recovery, growth, and success rather than failure. This shift aligns with best practices in student support and retention by reducing stigma and encouraging students to actively engage with the resources available to them.

The *Academic Recovery Plan* will incorporate enhanced academic advising, structured course planning, and access to additional support services, ensuring students have the tools they need to regain good academic standing. By framing this period as an opportunity for recovery rather than as a punitive measure, the Faculty expects to see increased student motivation, improved mental well-being, and higher retention rates, ultimately helping students persist and succeed in their engineering studies

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded. Updates are made to the policy on "Progression Requirements – Engineering" to remove reference to these former policies and correctly reference the new policies.

Additionally, references to "academic counselling" and "academic advisors" are updated to "academic advising" and "academic advisors".

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – Engineering"

Progression Requirements – Engineering

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Engineering
Subsections:	*
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	Dean's Honour List and Graduation "With Distinction" Undergraduate Student Academic Appeals
Effective Date:	September 1, 2025 September 1, 2024
Supersedes:	September 1, 2024; September 2020

ENGINEERING

Academic Advising Counselling

Each student in the Engineering program is assigned a faculty member for academic advice and planning. For students in the first year of the program, the advisors counsellors shall be appointed by the Associate Dean – Undergraduate Studies; for students in subsequent years, the advisor counsellor shall be the Chair (or designate) of the appropriate Department.

Residence Requirements

At least 12.0 full courses must be completed from those offered by Western University.

Enrolment Limitations in Each Program

All students registered in the first-year program must, during program planning in February, rank in order of preference their choices of program for second year.

The selection process is based on the student carrying a full course load and the year-weighted average (YWA) obtained at the end of the academic year.

Students with no failures in any of the 6.5 courses required in the Engineering Common First Year Program, a YWA of at least 80%, and who have met the individual program requirements will be given first priority into the program of their choice.

Students with no failures and a YWA in the range of 60-79% will be given second priority and will be ranked for the program of their choice according to YWA and individual program requirements. The program enrolment will be filled to the limit.

Students with a YWA of at least 60% and one or more failures in any of the courses required for the Engineering Common First Year Program may be allowed to proceed in the program of their first choice, provided there are spaces and by permission of the Dean, in consultation with the appropriate Department Chair.

The Dean, in consultation with the appropriate Department Chair, may allow students not included above to proceed in the program of their choice.

If students are not admitted to their first choice of program, they will be ranked for the other programs in the order of preference indicated.

Transfer
Transfer from one program to another can be done only in consultation with the appropriate Department Chair. Students will be informed about the program in which they are allowed to register in second year when they access their marks when academic year marks are available.

Progression Requirements
The progress of students shall be evaluated at the end of the academic year. Eligibility to progress shall be based on the performance of the student during the evaluation period as indicated by the weighted average obtained for that period.

The progression requirements for Engineering students registered in an approved concurrent/combined degree program will be based only on those courses being counted toward the Bachelor of Engineering Science (BESc) degree.

To be eligible for the concurrent degree, students must meet the progression requirements of each Faculty.

Progression Requirements for Part-Time Students
A part-time student will be adjudicated once the student has completed 3.0 or more courses since the last adjudication. The weighted average will be calculated on all courses completed since the last adjudication. The progression adjudication will be effective over all the courses used in the adjudication.

BESc Degree and Minor Modules
Prior to registering for courses to be used toward a Minor, students registered in the Faculty of Engineering, BESc degree, must obtain approval from their Academic Advisor. Not all combinations between the BESc discipline and the choice of Minor may be approved. If the courses selected toward a Minor qualify as non-technical electives, they may also be used toward the student's non-technical electives for the BESc degree**.**

Students registered in Combined Degree programs within the Faculty of Engineering are not eligible to add a Minor module to their BESc degree.

Time Limit for Completion of BESc Degree
The Faculty of Engineering requires that all undergraduate students complete the program of study within 10 years from the start of their first registration in Western Engineering. The time limit for completion ensures that all graduates have demonstrated sufficient knowledge of up-to-date technology, engineering concepts, and professional practice.

Definition of Terms

Course Weight: Each course has been assigned a weight of 0.5 (half-course) or 1.0 (full course). All A, B, F, G, and Y courses are half-courses. Courses with the suffix E or without a suffix are full courses. The weights for courses offered by other faculties are usually either 1.0 (full course) or 0.5 (half-course).

Weighted Mark: The weighted mark for a course is the product of the weight for the course and the mark obtained by the student.

For the purpose of calculating weighted average marks the following applies: grades below 40% will be included in average calculations as 40%; grades from 40% to 100% will be included as the actual grade reported.

Weighted Average: The weighted average for an evaluation period is the total of the weighted marks obtained by the student during the evaluation period divided by the sum of the weights for the corresponding courses.

Dean's Honour List and Graduation "With Distinction"
See the "Dean's Honour List and Graduation "With Distinction"" Policy.

Progression in Good Standing
A student who, at the end of an academic year, has achieved a weighted average of at least 60% and has achieved a passing grade in each course of their approved program shall proceed to the next year in Good Standing.

Conditional Progression
A student who, at the end of an academic year, has achieved a weighted average of at least 60% but has failed to pass one or more courses, may proceed to the next year on condition that the failed course(s) are repeated or approved substitutions are taken during the next Fall/Winter Session.

Exam Deferrals
If a student fails to write a scheduled examination, permission for a special examination will be granted only by the Dean (or designate) in exceptional circumstances and with appropriate supporting documents. If the student needs to defer the special examination, permission will be granted again only by the Dean (or designate) and with appropriate supporting documents. In this case, the examination can be written at its next regular sitting and the maximum course load for that term will be reduced by the number of credits of the course(s) for which the final examination has been deferred. Final examinations for any course cannot be deferred more than three times and the last attempt must be within 13 months of the date of the original scheduled final examination. After missing the original final examination and the three deferred special examinations, the student will either receive a grade of zero for the final examination or, if documentation justifies the absences, may be granted a retroactive withdrawal (WDN) from the course. The course needs to be retaken after three consecutive examination deferrals.

~~Failed Year~~ **Academic Recovery Plan for Upper Year Students**
A student who is in second, third or fourth year and who for the first time obtains a weighted average at the end of the academic year in the range of 50-59% shall be considered to have failed the year. Credit shall be retained in the Faculty of Engineering for courses in which the student obtains a mark of 60% or better in that year. This requirement will apply to any courses taken during the subsequent summer term.

Students with an average in the range of 50-59% will be considered ~~on probation~~ to be in the Academic Recovery Plan. Students ~~on probation~~ in the Academic Recovery Plan are required to satisfy the requirements of the Conditions of ~~Probation~~ the Academic Recovery Plan as follows:

- The student must seek the advice of the Academic Advisor(s) and complete the mandatory goal setting worksheet.

- The student will be permitted to take a maximum of 2.0 courses during the Spring/Summer session and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean (or designate) as part of the ~~a~~Academic ~~probation~~ Recovery Plan.

- The student will be required to repeat all courses below 60% immediately in the year following the failed year, where possible.

- The student must complete all components of the Academic Recovery Plan as prescribed by the Academic Advising office.

~~Academic probation~~ Enrollment in the Academic Recovery Plan will begin immediately upon official notification from the Office of the Registrar and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:

1) a letter mailed to the student's home address;
2) an email sent to the student's official Western email account;
3) a notice posted to the Student Center where student grades are posted.

A student ~~on academic probation~~ in the Academic Recovery Plan must achieve a YWA average of at least 60% with no failures on all courses taken during the ~~probation~~ Academic Recovery period.

If a minimum of 3.0 course credits have not been attempted at the first adjudication period following the start of the ~~probation~~ Academic Recovery Plan, this period will be extended automatically until the student will attempt 3.0 course credits.

A student who fails a course during ~~probation~~ the Academic Recovery Plan or its extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since the last adjudication.

A student will be allowed only one period of ~~probation~~ Academic Recovery and only one ~~probation~~ Academic Recovery extension during the course of their degree. A student will be required to withdraw if either the cumulative average or ~~probation~~ Academic Recovery Plan conditions are not met during this extended ~~probation~~ Academic Recovery period.

A student who fails to meet the Conditions of ~~Probation~~ Academic Recovery will be required to withdraw from the Faculty of Engineering for a minimum of 12 months.

Failed Courses
Students who are required to repeat an Engineering course must repeat all components of that course. No special permissions will be granted enabling the student to retain laboratory, assignment or test marks from prior years. Previously completed assignments and laboratories cannot be re-submitted for grading by the student in subsequent years.

A student registered in the Faculty Engineering who has failed a Fall term half course (September to December) may not repeat the course in the Winter term (January to April) of the same academic year.

Withdrawal for Unsatisfactory Standing

A student shall be required to withdraw from the Faculty of Engineering and (unless admitted to another Faculty) shall be required to withdraw from the University, if that student:

a) is in the first year of the program and fails to obtain a weighted average of at least 60%; or

b) is in a year of the program subsequent to the first year and fails to obtain a weighted average of at least 50% at the end of the academic year; or

c) has failed for a second time to obtain a weighted average of at least 60% at the end of the academic year; or

d) has been re-admitted after withdrawal for unsatisfactory standing and obtains a weighted average of less than 60% at the end of the academic year, in any year.

Appeals

A student who has been withdrawn for unsatisfactory standing may appeal. See the policy on *Requests for Relief from Academic Decisions* and corresponding *Procedure for Undergraduate Student Academic Requests for Relief* policy on "Undergraduate Student Academic Appeals".

Note: Students may appeal decisions **in writing** to the Dean of the Faculty (or designate) by June 30 of the year of application.

Students of any year who are granted a Dean's Waiver to be re-admitted into the Faculty of Engineering will be subjected to the conditions listed in the Failed Year Academic Recovery Plan for Upper Students.

Readmission Following Withdrawal for Unsatisfactory Standing

A student who has been required to withdraw because of unsatisfactory standing, who did not apply for or who was not granted a Dean's Waiver, may apply for readmission through the Admissions Office following a period of at least one year outside the University.

Transfer to Another Faculty

1. A student who is eligible to continue in the Engineering program yet wishes to transfer to another Faculty may do so provided the approval of the Dean of the Faculty to which the transfer is desired has been obtained.

2. A student who has been required to withdraw from the University by the Faculty of Engineering may apply for readmission to the University in another Faculty through the Dean's Office of the desired Faculty by June 30.

Supplemental Examinations

A student in the final year who has applied to graduate at Spring Convocation may be granted supplemental examination privileges provided that the student has earned:

1. a failing grade in not more than one full or two half-courses;
2. a mark of at least 40% in the failed course(s);
3. a weighted average of at least 60% in the courses that make up the fourth-year program (including the failed courses); and
4. an overall average of at least 60% in all the courses that are required for the BESc degree.

Permission to write supplemental examinations will be granted only after the academic results for the students in their final year have been reviewed by the Faculty at a meeting held during the month of May.

These examinations will be scheduled during the examination period for Intersession.*

Supplemental examination privileges apply only to courses offered by the Faculty of Engineering.

*Note: The original grade obtained by the student will not be changed; rather, a Summer Line of Registration with the course and a grade of PAS or FAI will be added to the Academic Record upon the completion of the Supplemental Examination.

Graduation Requirements
A candidate for the BESc degree shall pass all courses in the candidate's approved program of studies and obtain a weighted average of at least 60% in the courses that make up the fourth-year program together with a weighted average of at least 60% in all the courses in all years which are counted for graduation.

Graduate Courses
Students in the final year of the Engineering program who have achieved a cumulative weighted average of at least 80% as well as a year weighted average of 80% in the penultimate year may, with the permission of their Academic Advisor, the course instructor, and the Vice-Provost (Graduate and Postdoctoral Studies), include in the program of the final year up to one full graduate course that will count towards the undergraduate degree.

Note:
For the current requirements for Engineering programs please refer to the current Academic Calendar.

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Last Reviewed: *

ITEM 14.2(b) – School of Graduate and Postdoctoral Studies: Revisions to the Policy on "Admission"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The Graduate and Postdoctoral Studies policy on "Admissions" stipulates that applicants whose first language is not English must provide evidence of their proficiency in the use of the English language for admission to graduate programs at Western. The policy includes an exemption for the French and Hispanic Studies graduate programs, which states that evidence of proficiency in English is a degree requirement for those programs but not a requirement for admission.

At its meeting on February 14, 2025, Senate approved that effective September 1, 2025, English language proficiency be required for admission to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Hispanic Studies. Previously, English language proficiency was a milestone (i.e., graduation requirement) for the MA and PhD in Hispanic Studies programs.
(See: https://www.uwo.ca/univsec/pdf/senate/minutes/2025/a25feb14sen.pdf)

Effective September 1, 2025, the Graduate and Postdoctoral Studies policy on "Admissions" will be revised as shown in Item 3.0 to remove the exemption from English language proficiency for admission to the Hispanic Studies program.

Additionally, references to "The University of Western Ontario" will be changed to "Western University".

ATTACHMENT(S):

Revisions to the Policy on "Admissions"

Admissions

Policy Category:	Graduate and Postdoctoral Studies
Subject:	Admissions
Subsections:	General; Proficiency in English
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	Procedure for Admission Application
Officer(s) Responsible for Procedures:	Vice-Provost (Graduate & Postdoctoral Studies)
Related Policies:	*
Effective Date:	September 1, 2025 September 13, 2024
Supersedes:	September 13, 2024; March 15, 2024; September 16, 2022

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1. General

The Vice-Provost (Graduate and Postdoctoral Studies) grants admission to graduate students, only on the recommendation of the program in which the applicant intends to pursue studies. Admission to graduate programs at The University of Western University Ontario (Western) is competitive. Thus, applicants meeting or even exceeding minimum admission standards, as described below, are not guaranteed admission to any of Western's Graduate Programs. Admission decisions are not subject to appeal.

For purposes of admission, the School of Graduate and Postdoctoral Studies (SGPS) determines accreditation, degree, and standing equivalencies for all non-Western degrees.

For students undertaking a thesis as part of their degree requirements, the Graduate Chair must determine that an appropriate thesis Supervisor is available for the student's declared field of research before offering the student admission.

For admission to Master's programs, applicants must possess a four-year degree from a recognized university or college. SGPS requires at least a 70% average in senior level academic courses, as determined by SGPS taken in the last two full-time years of the undergraduate degree. Equivalent qualifications may be considered based on the standards of the discipline or profession.

For admission to most Doctoral programs, applicants must possess a Master's degree or equivalent from a recognized university or college, and provide evidence of research potential. SGPS requires at least a 70% average in the Master's degree, as determined by SGPS. Some Western programs provide transfers from Master's to Doctoral degree status without achieving a Master's degree. Some Western programs offer direct entry to begin a doctoral degree without having a completed Master's degree. Consult the program's regulations for details.

Individual programs commonly have higher admission standards than the minimum. Applicants should contact their program of choice to get information on its admission requirements.

2.   **Proficiency in English**

Applicants whose first language is not English must provide evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). iBT (internet-Based Test): The minimum acceptable score is 86, with no individual score below 20.
- The International English Language Testing Service (IELTS Academic). The minimum acceptable score is 6.5 out of 9.
- The Duolingo English Test. The minimum acceptable score is 115.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60.
- Western English Language Centre. The requirement is successful completion of the High-Advanced level.
- Fanshawe College's EAP Program. The requirement is graduation from Level 10, English for Academic Purposes, with a minimum 80% in all components.

*Programs at Western may require a higher minimum score than those listed above.

Applicants who are required to present evidence of proficiency in English must make their own arrangements to complete one of the above tests or programs and to have the official results sent directly to SGPS by the testing agency.

Exemptions:

Applicants may request an exemption by contacting their graduate program(s) of interest.

For the French ~~and Hispanic~~ Studies program~~s~~ only, evidence of proficiency in English is a degree requirement but not a requirement for admission.

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Last Reviewed: *

ITEM 14.2(c)(i) – Revisions to the Policy on "Academic Records and Student Transcripts"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, a policy on "Scholastic Offences" be introduced and that the policies on "Scholastic Discipline for Undergraduate Students" and "Scholastic Discipline for Graduate Students" be rescinded.

Effective September 1, 2025, the policy on "Academic Records and Student Transcripts" will be revised to remove references to the former policies and correctly reference the new policy.

Additionally, the following administrative updates will be made:
- references to "The University of Western Ontario" will be changed to "Western University";
- references to "Registrarial Services" will be changed to "Office of the Registrar"; and
- references to "academic counselling" will be changed to "academic advising".

ATTACHMENT(S):

Revisions to the Policy on "Academic Records and Student Transcripts"

Academic Records and Student Transcripts

Policy Category:	General
Subject:	Academic Records and Student Transcripts
Subsections:	[Personal Information Collection Notice](#); [Academic Records and Student Transcripts](#); [Grade Reports](#); [Co-Curricular Records](#); [Academic Transcripts](#); [Class Average, Class Size on Transcripts](#); [Transcript Notations](#); [Areas of Concentration in Law](#); [Recording Students' Names](#)
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	==September 1, 2025== ~~May 1, 2024~~
Supersedes:	==May 1, 2024;== September 1, 2022, April 22, 2022; January 2021

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PERSONAL INFORMATION COLLECTION NOTICE

~~The University of~~ Western ==University== ~~Ontario~~ collects personal information under the authority of the *University of Western Ontario Act, 1982,* as amended. The information is related directly to and needed by the University for the purposes of recruitment, admission, registration, progression, graduation, administration, and other activities related to its programs.

The information is used to administer and operate academic, athletic, recreational, student development, student employment, financial aid, and other University programs and activities, including residence operations and alumni and development activities and programs. For example, personal information will be used to determine

academic status, record academic achievement, produce class lists, issue student cards, process transcript requests, maintain tuition accounts, issue tax receipts, notify students of important issues and updates, determine eligibility for student awards, scholarships and financial support, and administer financial aid and government financial assistance programs.

It is the policy of the University to consider the following information about current and former students to be publicly available and to provide it to third parties upon request: student's full name; Faculty(ies)/Schools in which student is/was enrolled, with major field of study; degree(s) awarded by Western and date(s) conferred; and academic or other University honours or distinctions. At any time an individual may request that this information cease to be made publicly available by contacting ~~Registrarial Services~~ the Office of the Registrar in writing.

Personal information may be used for statistical and research purposes by the University, other post-secondary educational institutions, researchers, and the provincial and federal government. The University discloses specific and limited personal information to recognized student organizations for the purposes of administering their programs including membership administration, health plan, elections, and issuing of bus passes. Personal information of students enrolled in an Affiliated University College is shared with the Affiliated University College.

Select information may be shared with third parties, including: award donors; government funding agencies to process financial assistance applications; financial institutions to confirm student enrolment; independent student loan administration companies to process student loan documents; collection agencies for outstanding accounts; municipalities for debts owed by students; and contracted service providers acting on behalf of the University. Credit card information is transmitted to an independent processing company in order to process payments. Personal information may be disclosed to third parties in the course of an investigation of misconduct. Information relating to misconduct and/or falsified documents may be shared with other educational institutions.

Western collects personal information under the authority of the *University of Western Ontario Act, 1982 (as amended in 1988)*. To view the complete Personal Information Collection Notice visit the online Academic Calendar at http://www.westerncalendar.uwo.ca

ACADEMIC RECORDS AND STUDENT TRANSCRIPTS

The University maintains a record of a student's academic progress throughout their career at Western. This record provides information for academic ~~counselling~~ advising purposes and serves as the basis for producing grade reports and student transcripts. The following is a description of the kinds of information held by the University and the information that is provided on grade reports and transcripts.

Academic Files

The Registrar's Office keeps an electronic file of all information relating to a student's academic progress. This includes a student's:

- basis of admission
- address
- some biographic information (e.g., date of birth) that is collected and reported for Statistics Canada
- for students admitted directly from secondary school, the record of the Grade 12 courses, as well as marks submitted in support of their application for admission
- registration history and status
- courses attempted and grades achieved
- milestones
- Special Permissions granted
- all information relating to Advanced Standing and courses taken on Letters of Permission
- information on seals on academic records because of non-payment of fees, library fines, etc.

The academic file is a confidential internal document that is available only to individuals authorised to view the files.

There are other electronic files/databases on students, including:

- scholarship/bursary data
- fee payment information
- the Alumni database which includes information on degrees attained as well as the address of parents.

In addition to these electronic records, the Academic ~~Counselling~~ Advising Office of a student's Faculty may keep a file containing written documents relating to a student's academic progress. These may include:

- Special Permission forms
- Special Examination Forms
- medical documents
- correspondence
- notes of interviews that students may have had with Academic ~~Counsellors~~ Advisors.

These files are also confidential internal documents that are available only to the student's Dean and Academic ~~Counselling~~ Advising Office.

A student who has been found guilty of a scholastic offence may also have an offence record that is kept separate from the academic file. (See ~~section on~~ the policy on *Scholastic Offences* and corresponding procedures.)

GRADE REPORTS

Students are able to access their grades at the end of each academic term through the Student Center (student.uwo.ca). Where appropriate, courses attempted, milestones recorded, the grades achieved, comments concerning a student's eligibility for a requested program, progression and graduation eligibility, and averages, are reported to the student. This information is confidential and may only be accessed by entering their Western user ID and password.

CO-CURRICULAR RECORD

Western's Co-Curricular Record is a collaboration between Western University and its Affiliated University Colleges – King's University College and Huron University College. It is a record of a student's engagement and leadership involvement during their time at Western. The Co-Curricular Record is separate from the Academic Record and it lists activities such as participation in student life programs, leadership development, community service learning, and involvement activities that contribute to the student's experience.

The Co-Curricular Record chronicles a student's non-academic engagement across core areas, such as career preparation, communication, diversity, engaging the arts, global awareness, leadership, social responsibility etc.

The Co-curricular Record supports students in:

- Learning more about the out-of-classroom activities available at Western
- Reflecting on, and identifying key learning outcomes gained through their various activities
- Preparing a personalized document of their key activities that is validated by staff and faculty members
- Adapting their records for specific audiences (e.g. job interview, graduate school application)
- Articulating their co-curricular experience to employers, admission panels, etc.

For more information please visit: http://myexperience.uwo.ca/

ACADEMIC TRANSCRIPTS

A transcript is a copy of a student's permanent academic record at this University, duly certified by the Registrar. If in paper format, the transcript will bear the embossed seal of the University. If in electronic format, the transcript will be certified with a cryptographic signature. A transcript is privileged information and is available only upon the written or online request and payment of the fee by the student. (For current fees and processing time check the website of the Office of the Registrar: http://www.registrar.uwo.ca/).

A transcript is required as one of the supporting documents for application to another university, graduate school, fellowship and scholarship applications, and is commonly required by prospective employers.

The transcript is a record of a student's academic progress. It contains the following information:

1. A listing of all courses attempted and the grades achieved, including courses from which a student has withdrawn without academic penalty.
2. A listing of milestones that a student must complete to satisfy their academic requirements.
3. A statement of the degree attained, including the area of concentration or Honours discipline and date of graduation.
4. Comments relating to a student's academic progress. These may include statements about a student's standing in a program, or that the student was required to withdraw from the University or was placed on academic probation (e.g. for failing to meet progression requirements).
5. A listing of all undergraduate scholarships, awards, prizes, fellowships and medals awarded by the University to the student during the student's academic career at the University. [Note: This information is only available from May 1, 2000.]
6. A listing of selected National and Provincial graduate scholarships awarded to the student during the student's graduate career at the University. The listing of scholarships that are eligible to appear on transcripts is determined by the School of Graduate and Postdoctoral Studies. *[Note: This scholarship information is available only for graduate students from September 1, 2008.]*
7. A listing of selected honours (i.e. Dean's Honour List, Global and Intercultural Engagement Honour - see http://international.uwo.ca/**,** Memegwaanh Indigenous Learning Honour – see http://indigenous.uwo.ca).

Note that a transcript reflects the current status of a student's record at the time it is issued. Students should ensure that any changes to the transcript (e.g., from an INC to a final grade) are recorded before ordering a transcript.

Students who have pursued more than one academic career (e.g., Graduate, Undergraduate, Professional, Education) at Western may request, in writing, a partial transcript. The partial transcript will display only those grades obtained during the specified academic career and will be identified as the transcript for that academic career (e.g., Graduate Transcript).

Transcripts can be ordered online through the Student Center (student.uwo.ca) or by using the order form available from Student Central, RM 1120 Western Student Services building or from https://registrar.uwo.ca/services/transcripts.html Official transcripts are sent by the Registrar's Office as designated by the student. The cost for transcripts can be found at https://registrar.uwo.ca/services/transcripts.html

* All transcript transactions in Student Central require valid identification.

CLASS AVERAGE, CLASS SIZE ON TRANSCRIPTS

Senate approved that the class (i.e., section) average be added to the transcript (assessing failures as 40), and, that for passing grades, the class size (i.e., section) be added to the transcript (including failures in enrollment).

[Secretarial Note: Although the original proposed implementation date was January 1, 2001, Western in fact implemented class size and average on the transcript in April 2002. Senate was informed that the class average and class size would be on the transcript for courses in the fall/winter 2000 term and onward. Any undergraduate courses on the student's transcript prior to fall/winter 2000 will only show the mark achieved.]

TRANSCRIPT NOTATIONS

- Transcript notations for suspension and expulsion will differentiate between Scholastic Discipline, Gender-Based and Sexual Violence (GBSV) offences, and Code of Student Conduct offences.

- A notation for suspension will be removed from the transcript when the student graduates or five years after the last registration.

- A notation for expulsion will be permanent unless a petition to the President for its removal is approved. The petition to remove an expulsion notation from the transcript may be made no sooner than five years after the offence. Removal of the expulsion notation from the transcript would not overturn the expulsion decision; the expulsion from the University would remain in effect.

Secretariat Note: See also the ~~policies on Scholastic Discipline for Graduate and Undergraduate Students~~ policy on Scholastic Offences and corresponding procedures and the Code of Student Conduct.

AREAS OF CONCENTRATION IN LAW (To be on Transcripts)

Areas of Concentration are available in Business Law, Criminal Law, Information and Technology Law, and Taxation. All Area of Concentration programs require a student to complete a research paper in the pertinent area. The Area of Concentration research paper must meet the criteria of the Faculty's writing requirement necessary for graduation, and may be used to fulfil that requirement. Students who complete an area of concentration within the JD program will have a notation, e.g., "Area of Concentration: Business Law," included on their transcripts. Students who fulfill the requirements of more than one Area of Concentration shall have a notation for all such successfully completed concentrations included on their transcripts.

RECORDING STUDENTS' NAMES

In order to maintain the integrity of the University's student records, each student is required to provide either on application for admission or on personal data forms required for registration, their complete legal name. Any requests to change a student's name by means of alteration, deletion, substitution or addition, must meet the criteria outlined below.

Printing Students' Names on Degree Diplomas
Students' names (first, middle and last names) as confirmed during the application to graduate process, will be printed on Degree Diplomas in capital letters. Students wishing to include lower case letters or accents in their names must follow the "Request to Change Students' Names on Degree Diplomas" policy below.

Requests to Change Students' Names on Academic Records and Transcripts
Students who wish to change their name used for official registration purposes are required to provide acceptable documentation and photo identification reflecting the change.

Requests to Change Students' Names on Degree Diplomas
Students who wish to include a variation of their complete name for the purpose of their printed degree are required to put this request in writing to the Office of the Registrar. The name variation for the printed degree will be retained as part of the student's permanent record and displayed on official transcripts with the degree conferral information*. To maintain data integrity, name change requests will not be accepted by email or through third parties without written authorization by the student.

The following are examples of acceptable requests for student name changes without documentation:

Change	Example
Truncation of names	Alexander to A.
Diminutives of names	James to Jim
Variation in the order of names	Surname/Given name
Use of religious names	Addition of Mohammad
Removal of middle names	Jane Ann Smith to Jane Smith
Using both capital and lower case letters	MACKENZIE to MacKENZIE MCKENNA to McKENNA VON KUSTER to Von KUSTER
Addition of accents	NOELLE to NOËLLE FRANCOIS to FRANÇOIS
Use of previously approved Preferred/Chosen first name	See "Request to Change Students' Preferred/Chosen Name" policy

*Requests to include accents will NOT be included on official transcripts or displayed as part of the student's centrally maintained academic record

Request to Change Students' Preferred/Chosen First Name
A student's preferred/chosen first name is typically the first name that they commonly go by, and differs from their legal first name. Western University requires that individuals use their legal name on all legal records and official documents. However, Western University also recognizes that, as an inclusive community, many of its members use first names other than their legal first names to identify themselves. The University acknowledges that a preferred/chosen first name can and should be used wherever possible in the course of University business and education.

Preferred/Chosen First Name is supported in the systems identified through the Office of the Registrar.

NOTES:

Convocation and Graduation Diplomas: To request to change a student's name on degree diplomas and transcripts see the Convocation and Graduation Diplomas policy.

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Last Reviewed:

ITEM 14.2(c)(ii) – Revisions to the "General Policy on Scholarships, Awards, Prizes"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, a policy on "Scholastic Offences" be introduced and that the policies on "Scholastic Discipline for Undergraduate Students" and "Scholastic Discipline for Graduate Students" be rescinded.

Effective September 1, 2025, the "General Policy on Scholarships, Awards, Prizes" will be revised to remove references to the former policies and correctly reference the new policy.

Additionally, references to "The University of Western Ontario" will be changed to "Western University".

ATTACHMENT(S):

Revisions to the "General Policy on Scholarships, Awards, Prizes"

General Policy on Scholarships, Awards, Prizes

Policy Category:	Scholarships and Awards
Subject:	General Policy on Scholarships, Awards, Prizes
Subsections:	Eligibility and Tenability of Scholarships, Awards and Medals; Awarding Scholarships, Awards, Medals and Prizes in the Case of Exact Ties; Prizes and Awards Payment – Registration Requirement; Payment of University Administered Scholarships and Awards; Withdrawal or Reduced Course Load After Receiving University Administered Scholarships and Awards; Policy on Scholarships – Industry Internship Programs; Scholarships and Prizes – Medicine; Continuing Scholarships – Retention Requirements in Medicine; Scholar's Electives Program – Eligibility for Scholarships, Awards Prizes; Dentistry – Eligibility for Scholarships and Prizes; Eligibility for Scholarships for Students in Combined Honours Programs; Eligibility Requirements for OSOTF Awards; Scholarship Appeals
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedures:	*
Related Policies:	Gift Acceptance Policy; Policy and Procedure on Scholarships, Awards and Prizes
Effective Date:	September 1, 2025 ~~May 2018~~
Supersedes:	May 2018 *

ELIGIBILITY AND TENABILITY OF SCHOLARSHIPS, AWARDS AND MEDALS

Eligibility and tenability of all scholarships and awards granted by ~~The University of~~ Western University ~~Ontario~~ are reserved for students registered at the Constituent University only, unless the provisions of a particular scholarship or award state otherwise. Eligibility for medals cannot be extended to graduating students of the Affiliated Colleges.

If a student is found responsible for misconduct under the Code of Student Conduct, or commits a scholastic offence as defined by the policy on *Scholastic Offences* and corresponding procedures ~~Scholastic Discipline (Undergraduate/Graduate) policy~~, ~~he/she~~ they may become ineligible for consideration or continuation of University awards, prizes, or scholarships at the discretion of the Dean or designate of the student's home faculty.

AWARDING SCHOLARSHIPS, AWARDS, MEDALS AND PRIZES IN THE CASE OF EXACT TIES

Scholarships, awards, medals or prizes may not be split, i.e., awarded to multiple recipients. Awards may not be granted "in name only".

PRIZES AND AWARDS PAYMENT – REGISTRATION REQUIREMENT

Students receiving an award or prize should receive payment regardless of future enrolment of the recipient.

PAYMENT OF UNIVERSITY ADMINISTERED SCHOLARSHIPS AND AWARDS

Any Western administered scholarship/award/prize will be automatically applied to the recipient's tuition account. Credit balances will be issued in the form a cheque by October 31st and mailed to the sessional address.

WITHDRAWAL OR REDUCED COURSE LOAD AFTER RECEIVING UNIVERSITY ADMINISTERED SCHOLARSHIPS AND AWARDS

Scholarship/Award recipients who withdraw or reduce their course load to less than 3.5 courses after registration shall be entitled to the prorated value of the scholarship/award only for the number of weeks attended full-time in the academic term. The number of weeks will be calculated using the date of course change or withdrawal.

POLICY ON SCHOLARSHIPS – INDUSTRY INTERNSHIP PROGRAMS

Students are not permitted to receive scholarships in the academic year in which they participate in an Industry Internship Program. Students who qualify to retain a continuing scholarship in the academic year in which they participate in an Industry Internship Program are not permitted to receive the scholarship while participating in the Industry Internship Program, but are permitted to defer receipt of the continuing scholarship for one year.

SCHOLARSHIPS AND PRIZES – MEDICINE

The following was approved for the preamble to Medicine's Scholarships and Prize list:

"Recommendations to the Council of the Faculty concerning the assigning of academic awards will be made by the appropriate Teaching Committees, who may at their discretion recommend reversion of some awards. The possibility of reversion will not apply to competitive essay prizes and certain other prizes awarded by selection. The University reserves the right to modify or cancel Scholarship offerings after the date of printing of this publication."

CONTINUING SCHOLARSHIPS – RETENTION REQUIREMENTS IN MEDICINE

Students in the Doctor of Medicine (MD) program are required to achieve a passing grade (without benefit of supplemental examinations) in all courses of the academic year to be eligible for awards in that year.

SCHOLAR'S ELECTIVES PROGRAM – ELIGIBILITY FOR SCHOLARSHIPS, AWARDS PRIZES

Students in a Scholar's electives program may compete for "In-Course" awards/scholarships/prizes.

DENTISTRY – ELIGIBILITY FOR SCHOLARSHIPS AND PRIZES

Students in Dentistry are required to achieve a passing grade (without benefit of supplemental examination(s)) in all courses of the academic year to be eligible for awards in that year.

ELIGIBILITY FOR SCHOLARSHIPS FOR STUDENTS IN COMBINED HONOURS PROGRAMS

Students in combined honours programs are eligible for scholarships unless departments request that the conditions of the scholarship be changed.

ELIGIBILITY REQUIREMENTS FOR OSOTF AWARDS

(The criteria for OSOTF Awards are the same as that of OTSS (Ontario Trust for Student Support) awards.)

Following are the Ontario Student Assistance Program (OSAP) residency guidelines which also apply to students receiving Ontario Student Opportunity Trust Fund (OSOTF)-funded student awards:

To be eligible for Ontario Student Loan funding, a student and/or ~~his/her~~ their family must meet one of the following criteria:

- Student has lived in Ontario for at least twelve months in a row up to the beginning of his/her full-time post secondary studies
- Student's spouse has lived in Ontario for at least twelve months in a row up to the beginning of student's current period of studies, and student's spouse was not enrolled in full-time post secondary studies during this twelve-month period
- Student(s) parent(s), stepparent(s), legal guardian(s) or official sponsor(s) have lived (or maintained the family home) in Ontario for at least twelve months in a row up to the beginning of the student's current period of studies

Students living abroad are considered to be residents of Ontario if they (or in the case of single dependent students, their parents) last lived in Ontario for at least twelve consecutive months before going abroad.

Single dependent students whose parents are separated or divorced will be considered to be residents of Ontario if Ontario is the province of residence of the parent with whom the student normally resides.

SCHOLARSHIP APPEALS

Students whose overall average during the academic year (September – April) falls within 2% of the normal minimum standard for retaining a Continuing Scholarship may appeal in writing to the Office of their Dean outlining the basis of the appeal and any special circumstances which warrant consideration.

While individual faculties may create committees to review appeals, the decision regarding eligibility to retain the scholarship will be the responsibility of the Dean of the Faculty.

Students requesting an appeal to retain their Continuing Scholarship must do so within six weeks from the date of the notification.

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Last Reviewed:

ITEM 14.2(c)(iii) – Revisions to the Policy on "Course Outlines"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, a policy on "Scholastic Offences" be introduced and that the policies on "Scholastic Discipline for Undergraduate Students" and "Scholastic Discipline for Graduate Students" be rescinded.

Effective September 1, 2025, the policy on "Course Outlines" will be revised to remove references to the former policies and correctly reference the new policy.

Additionally, the following administrative updates will be made:
- references to "Web site" will be changed to "website";
- references to the former "Policy on Academic Consideration for Medical Illness – Undergraduate Students" will be updated to the current "Policy on Academic Consideration – Undergraduate Students in First Entry Programs";
- references to "The University of Western Ontario" will be changed to "Western University";
- references to "Registrarial Services" will be changed to "Office of the Registrar"; and
- references to "Student Development Services" will be changed to "Academic Support and Engagement".

ATTACHMENT(S):

Revisions to the Policy on "Course Outlines"

Course Outlines

Policy Category:	Examinations
Subject:	Course Outlines
Subsections:	Course Outlines (Syllabi) for Undergraduate Courses; Course Outlines for Graduate Courses;
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025 ~~September 2024~~
Supersedes:	September 2024; September 2019

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COURSE OUTLINES (SYLLABI) FOR UNDERGRADUATE COURSES

No later than the first day of class in the term a course is given, Faculties, Departments, Schools or Programs (hereafter called "Academic Units") must post on a secure ~~Web site~~ website a course outline for each course offered that includes the course name and number, and the location and days and hours that the course is scheduled (including lecture, laboratory and tutorial hours).

Each course outline must include the following information or direct students to a secure course ~~Web site~~ website where these details are available:

1.   **Course Information**

> **Prerequisite checking - the student's responsibility**
> If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student's responsibility for ensuring that course prerequisites have been

completed successfully or special permission from the Dean obtained:

> "Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

2. **Instructor Information**
    Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

3. **Course Syllabus**
    A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

4. **Course Materials**
    A description of the materials that are required (or recommended) for the course, including text books, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

5. **Methods of Evaluation**
    A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments, is required. When exact dates cannot be supplied, a tentative schedule must be issued, with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

    Any course-specific conditions that are required to pass the course must be outlined. Conditions might include (i) minimum attendance at lectures, tutorials or laboratories, (ii) minimum overall grade on laboratory, tutorial or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam, to name a few.

    A clear indication of how absences from midterms, tutorials, laboratory experiments, or late essays or assignments, will be dealt with must be provided. The course outline must direct the student to the Policy on Academic Consideration for Medical Illness – Undergraduate Students in First Entry Programs (https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_considerati

(https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf)

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the dean (or designate) of the faculty concerned.

6. **Additional Statements**

Statement on Use of Electronic Devices
A clear statement of what electronic devices will or will not be allowed during tests and examinations.

Statement on the Use of Generative Artificial Intelligence (AI)
Instructors must indicate whether the use of generative artificial intelligence (AI) tools/software/apps is acceptable, permitted in specific situations, or unacceptable in their course. Instructors may refer to the Centre for Teaching and Learning for resources on the use of generative Artificial Intelligence.

Statement on Academic Offences
The statement: "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website Web site:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf."

Additionally,

A)   If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:

> "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western University Ontario and Turnitin.com (http://www.turnitin.com)."

B)   If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:

> "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Support Services
The ~~Web sites~~ website for ~~Registrarial Services~~ the Office of the Registrar (http://www.registrar.uwo.ca), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: http://westernusc.ca/services/) and ~~the Student Development Services~~ Academic Support and Engagement, should be provided for easy access.

Statement on Gender-Based and Sexual Violence
All course outlines must contain the following statement:

> "Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:
> https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca."

All course outlines should contain the following statement: "Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help."

Retention of Electronic Version of Course Outlines (Syllabi)
At the same time that course outlines/syllabi are posted on the appropriate ~~Web site~~ website, each Department must forward an electronic version of items 1-5 of each course outline (syllabus) to the Office of the Dean of the Faculty or College. By the fourth week after the start of term, the Dean's Office will forward all of the collected outlines to ~~Registrarial Services~~ the Office of the Registrar, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the

President's Advisory Committee on University Records and Archives).

COURSE OUTLINES FOR GRADUATE COURSES

As soon as possible and in any case no later than two weeks prior to the course's start, Faculties, Departments, Schools or Programs (hereafter called "Academic Units") must post on a secure ~~Web site~~ website a course outline for each course offered. At the start of each course this outline also must be available electronically and/or in hard copy form.

In order to allow students to make informed decisions on their course selection and the scheduling of their studies, each course outline must include the following information or direct students to a secure course ~~Web site~~ website where these details are available:

1. **Course Information**
This includes the course name and number, and the location and days and hours that the course is scheduled (including all required components of the class: lectures, seminars, colloquia, labs, etc).

2. **Instructor Information**
Full name, title and appropriate contact information of the instructor and, if the course is taught by more than one instructor, the name of the person responsible for the course [course coordinator].

3. **Course Description**
A description of the objectives and content of the course, which shall include a statement of what is expected of the student by way of preparation, tests, exercises, essays, laboratory reports, etc. (hereafter called "assignments"), and any specific requirements for attendance and participation.

4. **Course Materials**
A description of the materials that are required (or recommended) for the course, including textbooks, supplemental information, notes, manuals, laboratory or safety materials, and any specific electronic devices.

5. **Methods of Evaluation**
A statement of the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments. When exact dates cannot be supplied, a tentative schedule must be issued with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.

Any course-specific conditions that are required to pass the course must be outlined. For example, conditions might include (i) minimum attendance at lectures or laboratories, (ii) minimum overall grade on laboratory or essay components of the methods of evaluation, or (iii) minimum required grades on a final exam.

Course instructors who wish to change the evaluation procedure shown in the course outline must receive prior approval to do so from the graduate chair of the program concerned.

6. Statement on Academic Offences

The statement: "Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website ~~Web site~~:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf
~~http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf~~

Additionally,

A) If written work will be assigned in the course and plagiarism-checking software might be used, the following statement to this effect must be included in the course outline:
"All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between ~~The University of~~ Western ~~Ontario~~ University and Turnitin.com (http://www.turnitin.com)."

B) If computer-marked multiple-choice tests and/or exams will be given, and software might be used to check for unusual coincidences in answer patterns that may indicate cheating, the following statement must be added to course outlines:
"Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Statement on Gender-Based and Sexual Violence

All course outlines must contain the following statement:

> "Western is committed to reducing incidents of gender-based and sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html
To connect with a case manager or set up an appointment, please contact support@uwo.ca."

Retention of Electronic Version of Course Outlines (Syllabi)
At the same time that course outlines/syllabi are posted on the appropriate ~~Web site~~ <mark>website</mark>, each program must forward an electronic version of items 1-5 of each course outline to the School of Graduate and Postdoctoral Studies (SGPS). By the fourth week after the start of term, SGPS will forward all of the collected outlines to ~~Registrarial Services~~ <mark>the Office of the Registrar</mark>, where they will be maintained in electronic form in the faculty/staff extranet for a minimum of ten years after the completion of the course. (Final retention periods and disposition will be determined by the relevant records retention and disposition schedule approved by the President's Advisory Committee.)

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Last Reviewed:

ITEM 14.2(c)(iv) – Revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs" will be revised to remove references to the former policies and correctly reference the new policies.

ATTACHMENT(S):

Revisions to the "Policy on Academic Consideration – Undergraduate Students in First Entry Programs"

Policy on Academic Consideration
– Undergraduate Students in First Entry Programs

Policy Category: Rights and Responsibilities

Subject: Academic Consideration — Undergraduate Students in First Entry Programs

Subsections: Purpose; Statement of Principles; Policy

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: [Student Medical Certificate](#)

**Officer(s) Responsible
for Procedures:**   Vice-Provost (Academic Programs)

Related Policies: [Accommodation for Religious Holidays](#);
[Academic Accommodation for Students with Disabilities](#);
[Attendance Regulations for Examinations](#);
[Examination Conflicts](#);
[Structure of the Academic Year](#)

Effective Date: September 1, 2025 ~~January 17, 2025~~

Supersedes: January 17, 2025; September 1, 2024;
September 1, 2022

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PURPOSE

This policy sets out the parameters for students to be excused from academic responsibilities for extenuating circumstances (i.e., personal circumstances beyond the student's control that have a substantial but temporary impact on the student's ability to meet essential academic requirements). Students experiencing longer-term impacts on their academic responsibilities should consult Accessible Education.

This policy applies only to students who have been admitted to first entry programs at Western University and its Affiliated University Colleges. Students who are in second entry programs, including Education, Law, Medicine & Dentistry, and the

Ivey Business School, or graduate programs, are not subject to this policy and should consult their Faculty of Registration for information about academic consideration and how it is handled in their Faculty.

Students whose absence is directly related to a permanent or temporary disability should seek reasonable accommodations through Accessible Education (see policy on Academic Accommodation for Students with Disabilities).

STATEMENT OF PRINCIPLES

This policy on academic considerations reflects the following principles and aims:

1. A consistent and fair approach and experience for all students seeking academic consideration.

2. There is no expectation that a student must be in optimum physical or mental condition to carry out their academic responsibilities.

3. A desire to empower students to take responsibility for their decisions about absences and missed work due to extenuating circumstances.

4. Students must demonstrate mastery of the learning outcomes within their coursework (i.e., essential course requirements cannot be excused).

5. A desire to provide a mechanism for facilitating student well-being and academic fairness while acknowledging the integrity of relationships and interactions that students have with individuals and services on campus. These may include faculty members, academic advisors, Accessible Education, Learning Development and Success, Health and Wellness Services and community healthcare professionals.

6. Students, faculty, staff, and administrators are expected approach requests for academic consideration as being made and assessed in good faith, recognizing that evidence to the contrary (including false statements or altered forms or documents) may be liable to investigation as either a Scholastic Offense or a violation of the applicable Code of Student Conduct.

7. Academic considerations must not place undue hardship on the course instructor.

8. Instructors are encouraged to provide flexible assessments and to include this information to students in the course outline.

Policy for Academic Consideration – Undergraduate Students in First Entry Programs

POLICY

1. Requests for academic consideration are made to the Academic Advising office of the student's Faculty of Registration.

2. Requests for academic consideration must include the following components:

   a) Self-attestation signed by the student
   b) Indication of the course(s) and assessment(s) affected by the request
   c) Supporting documentation as relevant

   Requests without supporting documentation are limited to one per term per course.

   Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. In such cases, the instructor must provide the student with another opportunity to demonstrate proficiency in the content evaluated by the missed assessment within the time frame of the course.

   Documentation for medical illness, when required, must include the completion of a Western Student Medical Certificate (SMC) or, where that is not possible, equivalent documentation, by a health care practitioner.

   Requests for examinations scheduled by the Office of the Registrar during official examination periods and practical laboratory and performance tests typically scheduled in the last week of the term **ALWAYS** require formal supporting documentation.

   This policy does not apply to requests for academic consideration submitted for attempted or completed work, whether online or in-person. This includes (but is not limited to) term tests, performances, presentations, and laboratory/tutorial sessions to which the student has reported. Requests for retroactive relief are addressed in the ~~Undergraduate Student Academic Appeals~~ policy on *Requests for Relief from Academic Decisions* and *Procedure for Undergraduate Student Academic Requests for Relief*.

3. Students must request academic consideration as soon as possible and no later than 48 hours after the missed assessment.

4. Once the request and supporting documents have been received and reviewed, appropriate academic consideration, if granted, shall be determined by the instructor in consultation with the academic advisor, in a manner consistent with the course outline.

Academic consideration may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, or re-weighting of course requirements. Some forms of academic consideration, such as arranging Special Examinations, assigning a grade of Incomplete, or granting late withdrawals without academic penalty, may only be granted by the Academic Advising office of the Faculty of Registration.

5. An instructor may deny academic consideration for any assessment that is not required in the calculation of the final grade (e.g., "8 of 10 quizzes"). This assessment flexibility must be indicated on the course outline.

6. An instructor may deny academic consideration relating to the timeframe submission of work where there is already flexibility in the submission timeframe (e.g., 72-hour submission window). This assessment flexibility must be indicated on the course outline.

Appeals

A student may appeal a decision on academic consideration as set out in the ~~Undergraduate Student Academic Appeals~~ policy on *Requests for Relief from Academic Decisions* and *Procedure for Undergraduate Student Academic Requests for Relief*.

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Last Reviewed: January 17, 2025

ITEM 14.2(c)(v) – Revisions to the Policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs" will be revised to remove references to the former policies and correctly reference the new policies.

Additionally, the following administrative updates will be made:
- references to "The University of Western Ontario" will be changed to "Western University";
- references to "Registrarial Services" will be changed to "Office of the Registrar";
- references to "Web site" will be changed to "website"; and
- references to "academic counselling" will be changed to "academic advising".

ATTACHMENT(S):

Revisions to the Policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs"

Registration and Progression in Three-Year, Four-Year and Honours Programs

Policy Category: Registration, Progression, Graduation

Subject: Registration and Progression in Three Year, Four-Year and Honours Programs

Subsections:
Structure of the Degree
     Breadth Requirements for Bachelor Degrees
     Faculty of Registration
     The Degree Structure
     The Honours Bachelor Degree
     The Bachelor Degree (Four-Year)
     The Bachelor Degree (Three-Year)
     Admission, Progression and Graduation Chart
     Additional Modules
     Post-Degree Modules
     Second Degree
Student Responsibility for Course Selection
Registration/Course Selection
Intramural Transfers to BA, BSc and BHSc
Progression Requirements
Elective Course Credit for all Music Courses
Guaranteed Admission of Music Education Graduates to Faculty of Education
Brescia Students Integrating with Western University Main Campus
Honours Program in French –Besançon

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedures: *

Related Policies: *

Effective Date: September 1, 2025

Supersedes: September 1, 2024; September 1, 2022

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STRUCTURE OF THE DEGREE

Breadth Requirements for Bachelor Degrees

Students are required to meet the breadth requirements for bachelor degrees in order to widen their knowledge and understanding across a broader range of disciplines.

Exposure to different disciplines enables students to develop insight and experience in areas distinct from their main fields of study.

First-Year Program
Students registering in general first-year programs must choose courses that fulfill the basic requirement of 5.0 courses numbered 1000-1999. The 5.0 courses must include at least four different subjects with no more than 2.0 courses in one subject. Additionally, students are subject to the Breadth Requirements outlined below. Students are encouraged to take an essay course in first year.

Except with Special Permission, a student must not register for a full program of senior courses (numbered 2000 to 4999) until the 5.0 courses of first year have been completed satisfactorily.

Students are responsible for choosing courses that fulfill the prerequisites for senior courses (numbered 2000 - 4999). Specific prerequisites are included in the individual course descriptions listed in the UNDERGRADUATE COURSE INFORMATION. If in doubt, students should seek appropriate counselling and consult directly with the department(s) concerned. Prospective first-year students should seek help in choosing courses during the Summer Academic Orientation.

Part-time students who have completed 1.0 first-year course are eligible to register in senior courses (numbered 2000 - 4999) for which they have completed the prerequisite(s). Part-time students who have a substantial background and interest in a particular subject area are eligible, on written recommendation of the Dean of their Faculty, to register in a senior course pertinent to that subject prior to the completion of a first-year course. All part-time students must complete successfully the 5.0 first-year courses within their first 10.0 courses attempted.

Breadth Requirements for First Year
First-year students must include 1.0 course from **each of two of the three categories** (A, B, and C) shown below.

Breadth Requirements for Graduation
At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

CATEGORY A

Social Science

Anthropology, Economics, [Gender, Sexuality, and Women's Studies], Geography, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

Interdisciplinary and Multidisciplinary

American Studies, Analytics and Decision Sciences, Animal Ethics and Sustainability Leadership, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media and Communication Studies, Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Islamic Studies, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, School for Advanced Studies in Arts and Humanities, Speech, Studio Art, The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

Languages

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

CATEGORY C

Engineering

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Materials Science, Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

Various

Communication Sciences and Disorders, Financial Modelling

Faculty of Registration

First-year students normally will be enrolled in a first-year program in their Faculty of Registration, e.g., Arts and Humanities, Health Sciences, Information and Media Studies, Engineering, Music, Science, Social Science and Affiliated University Colleges.

In subsequent years, normal entrance requirements apply for placement in modules and programs. The essential module(s) for the degree will determine the Faculty of Registration. However, for students enrolled in Year 2 in Basic Medical Sciences modules leading to a BMSc degree, registration is in the Faculty of Science. For students enrolled in Years 3 and 4 in Basic Medical Sciences modules leading to a

BMSc degree, registration is in the Schulich School of Medicine & Dentistry. Students registered in Double Majors or Double Minors that include modules offered by two different faculties in Arts and Humanities, Science or Social Science must choose one of the two faculties as their Faculty of Registration. Students registered in Double Majors or Double Minors that include modules offered by one of certain faculties such as Health Sciences or Information and Media Studies must register in that Faculty.

The Degree Structure

The Modules

There are four possible modules of study which may be entered after First Year:
- Honours Specialization (9.0 or more specified courses)
- Specialization (9.0 or more specified courses)
- Major (6.0 -7.0 specified courses)
- Minor (4.0 -5.0 specified courses)

The modular degree structure affords the opportunity to combine various subjects from different departments and faculties. The chart below shows how modules can be combined in the three different types of degrees offered. The modules taken must fit within these degree structures. Departments, schools, faculties and affiliated university colleges may offer some or all of the above modules. See faculty and department listings for details. Combinations other than those listed below have not been approved; consequently, they may not be taken. Enrolment in some modules may be limited.

Approved Module Combinations for Degrees

DEGREE TYPE	Honours Specialization Module	Specialization Module	Major Module	Major Module	Minor Module	Minor Module
Honours Bachelor	E					
Honours Bachelor	E		A			
Honours Bachelor	E				A	
Honours Bachelor			E	E		
Bachelor Four-Year		E				
Bachelor Four-Year		E	A			
Bachelor Four-Year		E			A	
Bachelor Four-Year			E	A		
Bachelor Four-Year			E			
Bachelor Four-Year			E		A	
Bachelor Four-Year			E		A	A
Bachelor Three-Year			E			
Bachelor Three-Year			E		A	
Bachelor Three-Year					E	E

E (Essential Modules)   A (Additional Modules)

The Honours Bachelor Degree - (A minimum of 20.0 Courses)

15.0 courses after first year, including at least an Honours Specialization or a Double Major, as follows:

- **Honours Specialization** module (9.0 or more)
  This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)

This combination requires **two** Major modules.

The Bachelor Degree (Four-Year) - (A minimum of 20.0 Courses)

15.0 courses after first year including at least a Specialization module or a Major module, as follows:

- **Specialization** module (9.0 or more)
  This may be combined with a Major module or a Minor module or option(s).
- **Major** module (6.0 -7.0) plus a **Major** module (6.0 -7.0) plus **option(s)** (3.0 - 1.0)
- **Major** module (6.0 -7.0) plus **Minor(s)** modules(s) or **option(s).**
- **Major** module (6.0 -7.0) plus **options**

The Bachelor Degree (Three-Year) - (15.0 Courses)

10.0 courses after first year including at least a Major module or a Double Minor, as follows:
- **Major** module (6.0 - 7.0) plus **option(s)**
- **Major** module (6.0 - 7.0) plus a **Minor** module (4.0-5.0)
- **Minor** module (4.0 - 5.0) plus a **Minor** module (4.0 - 5.0) plus **option(s)** (2.0 - 0)

This combination requires **two** Minor modules.

Notes on the Modules:

Module Combinations and Overlap
Modules in the same discipline normally may not be combined: e.g., an Honours Specialization module in Sociology may not be combined with a Major module or a Minor module in Sociology. However, if a department offers modules with different titles, e.g., Sociology and Criminology, the possibility for combination is at the discretion of the department and faculty concerned.

Modules require specific courses, some of which may be common to other modules. Students who wish to combine modules containing the same courses must consult

the department(s) and faculty concerned to see if such overlap is permitted.

NOTE: Some degrees limit the number of courses which may be taken in one subject.

Cross Disciplinary
A Cross-Disciplinary Major module consists of 6.0 senior courses (numbered 2000 - 4999) approved by the student's Dean's Office. Only available in the Bachelor of Arts Degree (Three-Year). Not offered in the Bachelor of Science Degree.

Undeclared Status
Second-year students who are taking prerequisite course(s) for a specific module may be registered temporarily in an Undeclared Status within a Bachelor Degree (Four Year) only. This status is available only in the Faculties of Arts and Humanities, Science, Social Science and the Affiliated University Colleges. Students progressing into third year must meet the requirements to enter a module. Transfer and Readmitted students who are admitted to an Undeclared Status must consult their Faculty regarding eligibility for specific modules. It is not possible to graduate with an Undeclared Three-Year or Four Year Bachelor Degree.

The Honours Bachelor Degree
The Honours Bachelor Degree must include at least an Honours Specialization module or double Major modules. Registration in an Honours degree usually begins in the second year, but admission may be gained in the third or fourth year provided the student has fulfilled the Year 1 principal course requirements and has achieved a minimum cumulative modular average of 70% with no mark less than 60% in the courses of the module and a passing grade in each option. Enrolment in some modules is limited and meeting the minimum requirements does not guarantee that students will be offered enrolment. Students intending to proceed to a four-year Honours degree should consider the degree requirements when selecting courses in first, second and third years. Four-year Honours degree programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to an Honours program are required to complete a minimum of 10.0 courses offered by Western University or one of the Affiliated University Colleges.

Honours Specialization Module

Admission Requirements
Completion of first-year requirements, including at least 3.0 principal courses specified by the department. These principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited. Modules may have higher admission requirements.

Progression Requirements

For progression in an Honours Specialization module, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option.

Higher progression standards may be required in some modules. Refer to individual department listings.

In exceptional circumstances, a student who earns a minimum cumulative modular average of 68%, with a minimum mark of 60% in each course of the module and a passing grade in each option, may be permitted to progress by special permission of the Dean on the recommendation of the department concerned.

Students who fail to meet the progression requirements in an Honours Specialization may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or a Major module.

Graduation Requirements

Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

<u>Double Major Modules</u>

Admission Requirements

Completion of first-year requirements with at least 3.0 principal courses, including the courses specified for each of two Major modules. If fewer than 3.0 courses are specified, the best additional first-year course(s) will be included in the total of 3.0. In some combinations, more than 3.0 specific courses will be required as principal courses. The principal courses must be completed with a minimum average of 70% and a minimum mark of 60% in each. The remaining first-year courses must be completed successfully. Enrolment in some modules may be limited.

Progression Requirements

For progression in an Honours Double Major, a student must earn a minimum cumulative modular average of 70%, a minimum mark of 60% in each course of the module and a passing grade in each option. The modular average for each Major will be calculated separately.

Higher progression standards may be required in some modules. Refer to individual department listings.

Students who fail to meet the progression requirements of an Honours Double Major may be eligible to continue in the Bachelor Degree (Four-Year) in either a Specialization module or Major module(s).

Graduation Requirements
Students must meet all graduation requirements for the Honours Bachelor Degree. For complete graduation requirements refer to the "Graduation Regulations" section.

The Bachelor Degree (Four-Year)

The Bachelor Degree (Four-Year) must include at least a Specialization module or at least one Major module. Registration in the Bachelor Degree (Four-Year) usually begins in the second year, but admission may be gained in the third or fourth year. Students intending to proceed to a Bachelor Degree (Four-Year) should consider the degree requirements when selecting courses in first, second and third years. Bachelor Degree (Four-Year) programs are composed of not fewer than 20.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Four-Year) are required to complete a minimum of 10.0 courses offered by Western University or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Specialization Module

Admission Requirements
Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each of these course(s). Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements
For progression in a Specialization module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements
Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete degree requirements, refer to the "Graduation Regulations" section.

Major Module

Admission Requirements
Completion of first-year requirements, including the principal course(s), specified by the department(s) with a minimum mark of 60% in each. Higher standards may apply to some modules. Refer to departmental listings. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Four-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

The Bachelor Degree (Three-Year)

The Bachelor Degree (Three-Year) must include at least one Major module or at least two Minor modules. Registration in the Bachelor Degree (Three-Year) usually begins in the second year, but admission may be gained in the third year. Students intending to proceed to a Bachelor Degree (Three-Year) should consider the degree requirements when selecting courses in first and second years. Bachelor Degree (Three-Year) programs are composed of not fewer than 15.0 successfully completed courses required for the degree. Students admitted with advanced standing to a Bachelor Degree (Three-Year) are required to complete a minimum of 5.0 senior courses (numbered 2000 - 4999) offered by Western University or one of the Affiliated University Colleges. Enrolment in some modules may be limited.

Major Module

Admission Requirements

Completion of first-year requirements, including the principal course(s), specified by the department with a minimum mark of 60% in each. Enrolment in some modules may be limited.

Progression Requirements

For progression in a Major module, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements

Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete graduation requirements, refer to the "Graduation Regulations" section.

<u>**Double Minor Modules**</u>

Admission Requirements
Completion of first-year requirements, including the principal course(s), of each of **two** Minor modules with a minimum mark of 60% in each principal course. Enrolment in some modules may be limited.

Progression Requirements
For progression in double Minor modules, a student must meet the minimum Progression Requirements to continue at the University. See "Progression Requirements" section.

Higher progression standards may be required in some modules. Refer to individual department listings.

Graduation Requirements
Students must meet all graduation requirements for the Bachelor Degree (Three-Year). For complete degree requirements refer to the "Graduation Regulations" section.

Admission, Progression and Graduation Chart

The Honours Bachelor Degree

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Honours Specialization	**First-Year requirements** • Successful completion of all first-year requirements • 70% average on the principal courses for entry to the module • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Minimum cumulative modular average of 70% • Minimum mark of 60% in each course of the module • Passing grade in each option **NOTE**: Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 70% in the Honours Specialization module • Minimum mark of 60% in each course of this module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • **For complete graduation requirements refer to 'Graduation Requirements for the Honours Bachelor Degree'**
Double Major	**First-Year requirements** • Successful completion of all first-year requirements • 70% average on the principal courses for entry to each module • Minimum mark of 60% in each principal	• Minimum cumulative average of 70% in each module • Minimum mark of 60% in each course of each module • Passing grade in each option **NOTE:** Higher	On the 20.0 courses counted for graduation: • At least 1.0 course numbered 3000 – 4999 completed satisfactorily in each Major module • Minimum cumulative modular

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	course for entry to each module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	progression standards may be required in limited enrolment modules. **NOTE:** No exceptions will be permitted.	average of 70% in each Major module • Minimum mark of 60% in each course of each module • Passing grade in each option • Minimum overall average of 65% on the 20.0 courses **• For complete graduation requirements refer to "Graduation Requirements for the Honours Bachelor Degree"** **NOTE:** No exceptions will be permitted.

The Bachelor Degree (Four-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Specialization	**First-Year requirements** • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Specialization module. • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed **• For complete graduation**

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
	and the progression requirements for the module.		**requirements refer to "Graduation Requirements for the Bachelor Degree (Four-Year)"**
Major	**First-Year Requirements** • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 20.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 20.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • **For complete graduation requirements refer to "Graduation Requirements for the Bachelor Degree (Four-Year)"**

The Bachelor Degree (Three-Year)

MODULE	ADMISSION REQUIREMENTS	PROGRESSION REQUIREMENTS	GRADUATION REQUIREMENTS
Major	**First-Year requirements** • Successful completion of all first-year requirements • Minimum mark of 60% in each principal course for entry to the module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this module in a senior year must meet the above requirements and the progression requirements for the module.	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 15.0 courses counted for graduation: • Minimum cumulative modular average of 60% in the Major module • Minimum overall average of 60% in the 15.0 courses • Minimum cumulative modular average of 60% in any additional Major or Minor module completed • **For complete graduation requirements refer to "Graduation Requirements for Bachelor Degree (Three- Year)"**
Double Minor	**First-Year requirements** • Successful completion of all first-year requirements • 60% average on the principal courses for entry to each module • Minimum mark of 60% in each principal course for entry to each module **NOTE:** Enrolment in some modules may be limited. **NOTE:** Students who wish to enter this	• Satisfy the Progression Requirements for the University (Level 1 and Level 2) **NOTE:** Higher progression standards may be required in limited enrolment modules.	On the 15.0 courses counted for graduation: • Minimum cumulative modular average of 60% in each Minor module • Minimum overall average of 60% in the 15.0 courses • **For complete graduation requirements refer to "Graduation Requirements for Bachelor Degree (Three- Year)"**

	module in a senior year must meet the above requirements and the progression requirements for the module.		

Additional Modules

Major and/or Minor modules may be taken in addition to the essential modules for the degree in accordance with the degree structure outlined previously. Combinations other than those listed in the "Degree Structure" section have not been approved; consequently, they may not be taken. Students graduating with an additional Major or Minor module within their degree must successfully complete the additional module with a minimum average of 60%.

Post-Degree Modules (without completing a Second Degree)

After graduation with an undergraduate degree, students may complete additional Major and/or Minor modules(s) without completing a second degree. Students must consult the Dean's Office of the Faculty in which the module is offered to request permission to register in a Post-Degree module. Permission may be denied if there is significant overlap with courses completed within the first degree. A Post-Degree module must be in a different subject area, not included in the undergraduate degree.

Students must complete the total number of courses required for this additional module with an average on these courses of at least 60%. Courses successfully completed during the first degree that are considered "extra" courses by the Faculty offering the first degree may be considered for use towards the Post-Degree module, at the discretion of the Faculty offering the Post-Degree module. All courses required for the Post-Degree module must be completed through the course offerings of Western University. Completion of Post-Degree modules will be recognized only by a notation on the student's transcript.

Second Degree (Excluding Professional Degrees)

After graduation with an undergraduate degree from Western University or another accredited university, students may wish to pursue a second undergraduate degree. In all cases, such students must seek permission from the Dean (or designate) of the Faculty in which the second degree is to be pursued.

Graduates of Western University:
- Students must apply to the appropriate Faculty for permission to pursue a second degree. The modular requirements of the second degree must be different, by at least 5.0 senior courses, from those of the first degree.

- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.
- Western courses determined as "extra" to the first degree may be used towards the second degree only with permission of the Faculty concerned.
- The Faculty will consider the requirements for breadth, essay courses and residency in specifying the courses required to complete the second degree.
- At least 5.0 senior courses are required to fulfill modular and degree requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60% with no failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.
- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.
- Students must satisfy the breadth and essay degree requirements if not already satisfied within the first degree:
    - Breadth: 1.0 senior course from each of Categories A, B, and C must be completed.
    - Essay: at least 1.0 senior designated essay course must be completed.

Graduates of other accredited universities:
- Students must apply to the Faculty offering the second degree for admission as Special Students.
- The Faculty offering the second degree will consult the department(s) concerned and will consider admission requirements in determining whether the request will be granted.
- It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.
- The Faculty will consider the requirements for breadth and residency in specifying the courses required to complete the second degree.
- At least 10.0 senior courses are required to fulfill modular and degree. requirements. The courses specified by the Faculty will be used in calculating the graduating average.
- Students pursuing an Honours degree must achieve a minimum average of 70% on the modular courses specified for the second degree with no mark less than 60% in each modular course. A minimum average of 60%, with no

failures must be achieved on all optional courses. Higher requirements may apply to limited enrollment programs.

- Students pursuing a Four-Year Bachelor (non-Honours) degree must achieve a minimum average of 60% on the modular courses specified for the second degree, and a passing grade in each modular and optional course. Higher requirements may apply to limited enrollment programs.

- Students must satisfy the breadth and essay degree requirements for graduation:
  - o Breadth: 1.0 senior course from each of Categories A, B, and C must be completed if not already satisfied within the first degree.
  - o Essay: at least 1.0 senior designated essay course must be completed through ~~The University of~~ Western University ~~Ontario~~.

Notes:

Students applying to upgrade their previous degree conferred under the "old" ~~University of~~ Western University ~~Ontario~~ regulations should consult their Faculty regarding permissible upgrades.

Students whose previous degree is a professional degree (BA Honours Business Administration, BESc, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW(Hons), DDS, LLB, MD, MDiv, MTS) should consult the "Sequential Degree" section for information.

Second Degree (When One Degree is a Professional Degree)

Professional Degrees:
BA Honours Business Administration, BESc, BFA, BMus, BMusA, BA(HEc), BSc(HEc), BSW (Hons), DDS, LLB, MD, MDiv, MTS

1. Sequential Degree

- **Students who have completed a professional degree and are seeking a Three or Four-Year or Honours Bachelor Degree**
  Students who have been awarded a professional degree by this or another accredited university may be granted advanced standing for a maximum of 10.0 courses toward fulfillment of graduation requirements for a Three or Four-Year Bachelor Degree or a four-year Honours Bachelor Degree. Students must consult the Faculty offering the second degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

- **Students who have completed a Three or Four-Year or Honours Bachelor Degree and are seeking a professional degree**
  Students who have received a Three or Four-Year or Honours Bachelor Degree from this or another accredited university may be granted advanced

standing toward a professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

- **Students who have already completed a professional degree and are seeking a second professional degree**
  Students who have already received a professional degree from this or another accredited university may be granted advanced standing towards the fulfillment of graduation requirements of a second professional degree. Students must consult the Faculty offering the professional degree. It is at that Faculty's discretion to determine if students must successfully complete all courses for the second degree through the course offerings of Western University.

2. **Concurrent Degrees - One Professional and One Bachelor Degree Taken at the Same Time**

Students who are currently registered in a professional degree may apply for permission to register concurrently in a Bachelor degree. Tuition fees applicable to the professional degree will be assessed and primary registration will reflect the Faculty offering the professional degree.

Students must consult the Dean's office of both Faculties for permission to register in, progress in and graduate with a second undergraduate degree with an Honours Specialization, Specialization or Major module.

A complete statement by the Dean of the Faculty offering the Three or Four-Year or Honours Bachelor Degree must be forwarded to the student, with a copy to the Office of the Registrar specifying:

a)   The courses that may be credited towards both degrees to a maximum of 10.0, with no more than 5.0 courses from faculties other than Arts and Humanities, Health Sciences (excluding Nursing), Information and Media Studies, Science and Social Science.

b)   The number and kind of courses required to complete graduation requirements for the second degree including all senior courses for the Honours Specialization, Specialization or Major.

c)   These Concurrent Degree regulations do not apply to Senate-approved Combined or Joint degrees.

The Faculty of Engineering is permitted to offer Concurrent Degree Programs where graduating students receive two Bachelor of Engineering Science (BESc) degrees:

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Biomedical Engineering

- one BESc degree for professional accreditation purposes in either Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, or Mechatronic Systems Engineering, and one BESc in Artificial Intelligence Systems Engineering

NOTE: In the case of professional degrees for which normal admission requires one or two years of study in a Bachelor degree, the courses taken as part of such a degree must be included among the 10.0 courses Double credited towards both degrees.

Students are encouraged to obtain academic counselling from the Dean of each Faculty during the course of their concurrent degree. Students who fail to meet the progression requirements of either degree will be required to withdraw from the concurrent degree.

3. **Combined / Joint Degrees**

- **Students who wish to complete Combined or Joint Degrees**
  Combined or Joint Degrees are Senate-approved degrees created by two Faculties where one or both degrees are professional degrees. Normally, these academic options are listed within departmental or Faculty degree availability sections. Some examples are as follows:

  Bachelor of Engineering Science and Bachelor of Laws (BESc/JD) Doctor of Medicine and Doctor of Philosophy (MD/PhD)

REGISTRATION IN UNIVERSITY COURSES

Permission to register in any university course will be granted only upon prior fulfilment of the requirements for university admission.

STUDENT RESPONSIBILITY FOR COURSE SELECTION

A student in a degree program must select courses in accordance with the published requirements. Many courses have prerequisites or require the approval of the department. These requirements, and any enrolment limitations, should be noted carefully prior to registration. Substitutions for prescribed courses require the written approval of the department and the Dean. Students registering in the Fall/Winter

Session and intending to take second-term half-courses must register for those courses during the course registration period.

Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been completed successfully, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from their Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites. The final date for registration is the last day of the second week of first-term classes. Although every effort will be made to accommodate late registrants, students are warned that courses may be filled by that date.

Students registered at Western or at an Affiliated University College (Huron, King's) should note that if a course appropriate to their program is offered in an academic unit other than their own, they may register in it providing that their academic unit does not offer the course. However, students must have the written permission of the Dean of their Faculty prior to registering in a course that is offered both at Western and an Affiliated University College.

REGISTRATION/COURSE SELECTION

Full-time and part-time studies are available at Western and its Affiliated University Colleges. Students may also take advantage of diverse course offerings during the Spring/Summer Sessions (Summer Evening, Intersession, Summer Day, Distance Studies), and the Fall/Winter Sessions by Distance Studies.

Each undergraduate student will be classified as regular or special, full-time or part-time. A student's registration status is determined as follows:

Regular Student
A student who registers in the course requirements for a program and is proceeding toward a degree in that program.

Special Student
(i)   A student who has received a degree from this (or another) university and who registers to take further courses but who is not a candidate for a degree.
(ii)   Students who have an undergraduate degree from Western University and who intend to complete the requirements for a second degree must apply to the department. Approval is at the discretion of the appropriate department and Dean's office (see Second Degree policy). Department(s) will take into account courses from the first degree and prescribe the courses to be completed to fulfill all of the Honours requirements. No fewer than 5.0 prescribed Honours courses may be required and some programs may require more than 5.0 courses. These prescribed

courses must be taken at Western University. Graduation requirements will differ according to the program. Students should check with the appropriate Dean's Office to ensure specific graduation requirements are being met. In instances where a student wishes to pursue a second degree in the same discipline (upgrade), the Dean of the Faculty granting the degree may rescind the first degree.

Full-Time Student
A student who registers in any session for 3.5 credits or more. (Also see the Course Load and Student Financial Services sections of the academic calendar.)

Part-Time Student
A student who registers for 3.0 or fewer credits in any session.

To register for courses, a student must:

1.   Be admitted to Western or be a continuing student in good standing. Students who have registered at Western, have subsequently transferred to another educational institution, and who wish to resume studies at Western, **are not considered continuing students.** Such students are considered transfer students and will be required to submit an application for admission by the applicable deadline.

2.   Select courses and ensure such courses are recorded by the ~~Registrarial Services~~ the Office of the Registrar by the appropriate deadline.

3.   Pay or make arrangements to pay fees.

Failure to register during the designated time will result in a late registration fee.

First-Year and Transfer Students will be mailed registration information during the summer.

Continuing Undergraduate Students will complete an "Intent to Register" form in February. "Intent to Register" forms will be available on-line to students continuing in the same degree/program. The on-line form and further instructions will be available at http://www.registrar.uwo.ca

Students transferring between Western and its Affiliated University Colleges must indicate their intent on the February "Intent to Register" form.

Students in the **School of Graduate and Postdoctoral Studies** register for each of three terms.

Special Students wishing to register in 4000-level courses must obtain departmental permission for each course.

INTRAMURAL TRANSFERS TO BA, BSc AND BHSc PROGRAMS

Students registered at Western in an undergraduate degree program leading to a degree other than the Bachelor of Arts, Bachelor of Science or Bachelor of Health Sciences who wish to transfer into a Three or Four-Year BA, BSc or BHSc program, must submit a request for transfer to the dean of the faculty in which registration is sought. Advanced standing for courses toward a BA, BSc or BHSc degree will be granted in keeping with the program requirements of these degrees at the discretion of the Dean.

Approval of the transfer request must include an Intent to Register form completed by the dean of the faculty concerned indicating the courses for which advanced standing is granted, the number and level of courses required to complete graduation requirements and progression requirements.

PROGRESSION REQUIREMENTS

Progression Requirements are designed to assist a student in improving their grades over time so that they may attain the required average for graduation or for entrance to and continuation in Honours or other specialized programs. Progression requirements establish the minimum requirements for a student to continue at the University but the expectation is that a student will aspire to excellence and seek to achieve results well above the minimum requirements for their program.

The **Adjudication Process** involves the assessment of a student's eligibility to progress at the University and/or enter or remain in a program. As part of the adjudication process, progression requirements will be checked twice a year during two adjudication periods: the May adjudication period based on marks obtained during the Fall/Winter term (for the September - December and January - April sessions) and the July-August adjudication period based on marks obtained during the Summer term (Intersession, Summer Evening and Summer Day sessions). Student records for those registered for the term are evaluated/adjudicated to ascertain if a student meets the progression requirements: (a) to remain in good standing at the University, (b) of their current program, and/or (c) for entrance to another proposed program in which they have indicated an *Intent to Register*.

Average Calculation for progression requirements includes both a term (sessional) and a cumulative average for all applicable courses. Average calculations INCLUDE failed grades. All grades below 50% are considered failures. Grades below 40% will be included in average calculations as 40%, grades from 40% to 49% will be included as the actual grade reported.

A **Course Attempt** is a course registration that is not dropped by the *Last day to drop* deadline date in the Undergraduate Sessional Dates in the Academic Calendar

(the latest, including all revisions, will be found on the Office of the Registrar's ~~Web site~~ <mark>website</mark>). The *Last day to drop* will vary according to type of course: full course, first-term half course, full-year half course, and second-term half course. A course that is dropped by the last date for adding a course will be removed from a student's record. A course that is dropped after the last date for adding a course but before the final day for dropping a course will be recorded as WDN (withdrawn) and is not considered a course attempt. A course that is dropped after the final day for dropping a course will be recorded as F (failure) and will receive a mark of 40% for *Average Calculation* purposes.

A **Course Repeat** is any course previously attempted and recorded at Western University A course attempt having a passing grade may be repeated only once. A course attempt having a failing grade may be repeated only twice. Further course repeats may be authorized only by the Dean of the Faculty in which the student is registered. Grades (including failures) for all course attempts will appear on the transcript and will be included in the accumulation of course attempts and maximum failures allowed. All but the most recent course attempt will appear on the transcript as *Repeated, No Credit* and will be excluded from cumulative average calculations used for progression requirements.

Progression decisions will result in an Academic Standing Status of:

In Good Standing - a student who satisfies the minimum progression requirements for continuation of study will be eligible to continue at Western University.

On Probation - a student who does not satisfy the minimum progression requirements for continuation of study at Western University but who will be allowed to continue at the University under *Conditions of Probation*:

A student must seek the advice of the Academic Counsellor(s) in their Home Faculty.

A student will be permitted to take a maximum number of 2.0 courses during the Summer sessions and a maximum of 4.0 during the Fall/Winter session, and may be required to take fewer courses by their Dean as part of the academic probation.

Academic probation will begin immediately upon official notification from the Office of the Registrar, and will not end prior to the first adjudication period at which a minimum of 3.0 course credits have been attempted.

Notification is defined as one or more of:
　　1) A letter mailed to the student's home address;
　　2) An email sent to the student's official Western email account;
　　3) A notice posted to the Student Centre where student grades are posted.

A student on academic probation must achieve an average of at least 60% with no failures, on all courses taken during the probation period.

If the conditions of probation have been met as of the first adjudication period at which a minimum of 3.0 courses have been attempted and the cumulative average remains below 60%, the probation period will be extended automatically until the first adjudication period at which a minimum of 3.0 additional courses have been attempted.

A student who fails a course during a period of probation or probation extension will be required to withdraw at the next adjudication period regardless of the number of courses attempted since their last adjudication.

A student will be allowed only one period of probation in the time taken to complete a degree and only one probation extension. A student will be required to withdraw if either the cumulative average or probation conditions are not met during this extended probation period.

A student who fails to meet the Conditions of Probation will be required to withdraw from the University for a minimum of twelve months.

Required to Withdraw - A student who does not satisfy the minimum *Progression Requirements* for continuation of study at Western University and is not eligible for probation, or who has exceeded the maximum number of failed courses allowed, 6.0 courses, will be *Required to Withdraw* from the University for a minimum of twelve months. A student who has been *Required to Withdraw* from the University and whose academic standing has been jeopardized by serious medical or personal difficulties, if they have sought academic accommodation in a timely manner, may apply for a Dean's Waiver of Progression Requirements. A student granted a Dean's Waiver of Progression Requirements must meet the specific conditions imposed in the Dean's Waiver. For a student who has been required to withdraw, readmission will be at the discretion of the appropriate Admissions Office. See READMISSION FOLLOWING UNSATISFACTORY PERFORMANCE section.

Should an appeal be made to Senate on the ruling of a Dean, such an appeal shall be considered on behalf of Senate by the Senate Review Board Academic (SRBA). See the policy on *Senate Review Board Academic Appeals* and corresponding procedures STUDENT ACADEMIC APPEALS section.

A student's failure to read a notification is not grounds to appeal academic probation or Required to Withdraw.

Two levels of progression requirements are used to assess a student's *Academic Standing Status*:

Level 1 progression requirement:
A minimum cumulative average of 55% must be obtained at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. If a student has completed more than 3.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student reaches Level 2*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 50-54% will continue On Probation. Students with a cumulative average less than 50% will be Required to Withdraw.

Level 2 progression requirement:
A minimum cumulative average of 60% must be obtained at the first adjudication period at which the student has completed a minimum of 8.0 course attempts completed through Western University or through one of its Affiliated University Colleges. If a student has completed more than 8.0 courses at the time of adjudication, marks from all courses taken will be used to calculate the cumulative average. This minimum cumulative average must be maintained for each successive adjudication period until the student graduates*.

Students who satisfy this requirement will be eligible to continue study In Good Standing. Students with a cumulative average from 55-59% will continue On Probation. Students with a cumulative average less than 55% will be Required to Withdraw.

Academic Standing Status	Progression Requirement	Required Cumulative Averages*
In Good Standing	Level 1	> or = 55%
On Probation	Level 1	50 - 54%
Required to Withdraw	Level 1	< 50%
In Good Standing	Level 2	> or = 60%
On Probation	Level 2	55 - 59%
Required to Withdraw	Level 2	< 55%

Maximum number of failures allowed is 6.0 courses.

* **NOTE**: averages required for graduation may differ. Averages required on an overall program and Area of Concentration will not be less than 60%, and will be higher for some three-year and four-year programs and all Honours programs.

Students registered in a Fall/Winter Session, who have applied to register for courses in subsequent Intersession or Summer Evening Session but whose ineligibility for further registration has not yet been determined by the first day of

classes, will be permitted to complete any such course(s). Although credit will be retained for courses completed successfully, such credit will not alter ineligibility for further registration. Any such student, required to withdraw for failure to achieve the minimum progression requirements, will not become eligible for further registration before the Summer Day Session in the subsequent year.

Progression Following Readmission
Progression following readmission will be according to Level 1 or Level 2 progression requirements or according to discretionary requirements established by the appropriate Admissions Office.

Students who fail to maintain satisfactory academic standing in any year subsequent to readmission usually will not be readmissible to the University for a second time.

Progression Following Admission with Transfer Credit (Advanced Standing)
To qualify for a bachelor degree, a transfer student must obtain credit in a minimum of 5.0 senior courses in a 15.0 course degree program, or 10.0 courses in a four-year or an Honours program. These courses must be taken through Western or an Affiliated University College. Students admitted with transfer credit (advanced standing) to a specific program of study must meet the progression and graduation requirements for that program. Progression following admission with transfer credit (advanced standing) will be normally according to Level 1 or Level 2 progression requirements, or according to discretionary requirements established by the appropriate Admissions Office.

Progression Requirements for Special Students
A Special Student is one who has been awarded a first degree equivalent to at least a three-year degree at Western.

Applicants admitted under regulations governing Special Students will be subject to Level 2 progression requirements (i.e., a minimum cumulative average of 60%) at the first adjudication period at which the student has completed a minimum of 3.0 course attempts. Special Students will then be subject to Level 2 progression requirements for all subsequent adjudication periods. Students who fail to meet this standard will be Required to Withdraw. Readmission shall be at the discretion of the appropriate Admissions Office.

Course Residency Requirements
1. Students fulfilling all the requirements for graduation in any bachelor degree program at Western must complete at least 10.0 courses (including 5.0 senior courses) at Western or one of its Affiliated University Colleges;
or
Transfer students admitted with transfer credit must complete a minimum of 5.0 senior courses in the 15.0-course degree programs or 10.0 courses in the four-year and Honours programs.
2. Not more than 5.0 courses may be taken at another university on a Letter of

Permission to fulfill graduation requirements for any baccalaureate program at Western.

ELECTIVE COURSE CREDIT FOR ALL MUSIC COURSES

At its meeting of May 20, 2005, Senate approved that all Music half (0.5) and full (1.0) credit courses will be accepted as elective options in all undergraduate degree programs that participate in New Academic Choices, subject to graduation requirements.

GUARANTEED ADMISSION OF MUSIC EDUCATION GRADUATES TO ~~THE UNIVERSITY OF~~ WESTERN UNIVERSITY ~~ONTARIO~~ FACULTY OF EDUCATION

Effective September 1, 2010, a student who graduates with a Bachelor of Music with Honours in Music Education degree and meets the criteria outlined below is assured acceptance into the Bachelor of Education program of the Faculty of Education at ~~The University of~~ Western University ~~Ontario~~.

For admission to the Faculty of Education, students must complete the degree requirements for the Bachelor of Music in Music Education AND must meet all other requirements for the specific program to which they are applying. Requirements for the Primary/Junior, Primary/Junior French as a Second Language, Junior/Intermediate, and Intermediate/Senior programs can be found on the Faculty of Education ~~Web site~~ website.

Guaranteed Admission to the Faculty of Education

Guaranteed admission to the Faculty of Education is offered for students in Vocal Music at the Junior/Intermediate (JI) level and for students in Vocal or Instrumental Music at the Intermediate/Senior (IS) level. (Students seeking admission to the Faculty of Education for the Primary/Junior level should follow the standard application process.) Guaranteed admission to the Faculty of Education requires a minimum cumulative weighted average of 75% in Music courses, a 70% average in courses applicable to the second teachable subject for those applying to the I/S program, and no mark below 60% in any course. Meeting these graduation requirements guarantees acceptance by the Faculty of Education at Western University, with Music as a teachable subject in either the JI or IS program. Students who fall short of these requirements may still meet the requirements for the Bachelor of Music with Honours in Music Education and may apply to the Faculty of Education on that basis, although admission is not guaranteed.

BRESCIA STUDENTS INTEGRATING WITH WESTERN UNIVERSITY MAIN CAMPUS

For students registered at Brescia University College through April 30, 2024, Interdisciplinary Studies 1200A/B is a required course that counts among the 5.0 1000-level courses that constitute completion of first year. This requirement can be waived by the Dean of the Faculty of Registration if it has not already been met by 2023/24 fall/winter term.

HONOURS PROGRAM IN FRENCH - BESANÇON

Students who successfully complete a university sponsored year abroad study program at The University of Besancon are granted credit for these studies toward a Western University Honours degree in French only. If for reasons beyond their control, students are unable to complete the Honours program at Western University, they may petition the Dean of the Faculty of Arts and Humanities for this regulation to be waived.

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Last Reviewed: January 17, 2025

ITEM 14.2(c)(vi) – Revisions to the Policy on "Preliminary Year and Preliminary Year Plus at Western University"

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the policy on "Preliminary Year and Preliminary Year Plus at Western University" will be revised to remove references to the former policies and correctly reference the new policies.

ATTACHMENT(S):

Revisions to the Policy on "Preliminary Year and Preliminary Year Plus at Western University"

Preliminary Year and Preliminary Year Plus at Western University

Policy Category:	Admission
Subject:	Preliminary Year and Preliminary Year Plus at Western University
Subsections:	*
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025 ~~May 1, 2024~~
Supersedes:	May 1, 2024; September 2016

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Western University offers a co-educational Preliminary Year program for students who do not have a basis of admission from their secondary school qualifications, and who have not completed studies at the post-secondary level.

Students enrolled in the **Preliminary Year** program must have a minimum of 24 credits toward the Ontario Secondary School Diploma (OSSD) and have completed the Ontario Secondary School Certificate (OSSC), or equivalent from an educational system outside Ontario. This would be equivalent to Grade 11 completion within the Ontario system. The majority of courses taken at the secondary school level should be at the academic, advanced, university ('U' level) or university/college level ('M' level). A minimum average of 70% in an academic program orientated toward university studies is required for admission consideration. Prerequisites for Preliminary Year courses are normally the same as for Grade 12 U or M courses. Students outside Ontario are eligible depending on evaluation of their academic records. Students enroll in 5.0 credit courses in addition to a 1.0 non-credit course.

Preliminary Year and Preliminary Year Plus at Western University

Students who have partial admission credentials required for admission by Western and/or an Affiliate or who have completed previous post-secondary work that does not constitute a basis of admission to first year university may be considered for Western University's **Preliminary Year Plus** program. Preliminary Year Plus consists of a minimum of 2.0 credit courses numbered 0001-0099 depending on the assessment of prior studies and the first year faculty/program in which the student expresses an interest.

Successful completion of Preliminary Year or Preliminary Year Plus programs requires a pass standing in all credit and non-credit courses required as specified at time of admission. Applicants who successfully complete the Preliminary Year or Preliminary Year Plus program may be considered for admission to a variety of general first year university programs. Admission to first year programs is competitive and is based on academic performance, and the completion of and performance in required prerequisites. Admissions decisions are determined by the Admissions or Registrar's Office at the institutions to which students apply. Students intending on continuing their studies at Western Main Campus must formally apply for admission through the Ontario Universities' Application Centre (OUAC) for consideration. Students wishing to enroll in undergraduate programs at Western's Affiliated University Colleges (King's or Huron) may submit an Intent to Register (ITR) during the ITR period in the winter session or directly to the Registrar's Office on each of these campuses.

All students enrolled in either the Preliminary Year or Preliminary Year Plus program are required to complete a non-credit course focused on academic and personal preparation for enrollment in university level studies. Courses taken in the Preliminary Year programs will be part of the student's overall academic record. Courses numbered 0001-0099 constitute part of the basis of admission to university study and do not carry university credit. Students are governed by the academic policies related to undergraduate course delivery and may appeal course marks pursuant to the policy on *Requests for Relief from Academic Decisions* and the *Procedure for Undergraduate Student Academic Requests for Relief* following the usual procedures (see relevant Academic Rights and Responsibilities Section of the Academic Calendar).

ITEM 14.2(c)(vii) – Revisions to the Policy on "Progression and Graduation Requirements – Business"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the policy on "Progression and Graduation Requirements – Business" will be revised to remove references to the former policies and correctly reference the new policies.

ATTACHMENT(S):

Revisions to the Policy on "Progression and Graduation Requirements - Business"

Progression and Graduation Requirements – Business

Policy Category: Registration, Progression, Graduation

Subject: Progression and Graduation Requirements – HBA
                                Program

Subsections: *

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

**Officer(s) Responsible
for Procedure:**   *

Related Policies: *

Effective Date: September 1, 2025 September 1, 2022

Supersedes: September 1, 2022; September 2020

THE HBA PROGRAM

The Third Year (HBA1)
The third year of the undergraduate program in Business Administration consists of an integrated set of courses (7.5 courses) designed to give a basic understanding of the functions and the interrelationships of the major areas of management, as well as to develop problem-solving and action-planning skills.

All students will take: Business Administration 3300K, 3301K, 3302K, 3303K, 3304K, 3311K, 3316K, 3321K, 3322K, 3323K.

No substitute for any of the above courses is permitted under any circumstances.

The Fourth Year (HBA2)
The fourth year consists of required and elective courses (6.0 courses). The elective courses allow students to design a personal program of study best suited to their individual needs. A few students concentrate mainly in one functional area; most prefer to select courses from several areas.

Required (2.5):
International Perspective Requirement: Business Administration 4505A/B.

Corporations and Society Perspective Requirement: at least one 0.5 course from Business administration – Corporations and Society designated electives offered during the academic year or other business elective as determined and approved by the HBA Program Director to satisfy this requirement.

Managerial Accounting Requirement: Business Administration 4624A/B

Applied Project Requirement: Business Administration 4569.

Electives (3.5):
3.5 elective courses chosen from 4000 level Business courses (students may substitute a 0.5 2000-4000 level course that is career-related and is not management/business-focused. The course may be from any faculty or affiliate college. Permission of the HBA Program Director is required).

Progression and Graduation Requirements
  To be eligible for registration in the fourth year, third-year students must meet the following requirements:
   1. Pass all courses.
   2. Achieve an overall average of 70% or better in HBA1, as defined by the program.
   3. Participate in two Ivey research studies as part of the program. If a student chooses not to participate in the research studies, they can fulfill this requirement by writing review essays of 3 to 5 pages each, double spaced, on articles of their choice from an approved list of research articles.

To be eligible for graduation, fourth-year students must meet the following requirements:
   1. Pass all courses.
   2. Achieve an overall average of at least 70% over all courses taken in HBA2, as defined by the program.

Students may be "passed by faculty action" by a majority of the teaching faculty attending the HBA1 or HBA2 grades meetings.

Extended-Time HBA Program
All students are expected to complete the HBA program on a full-time basis.   The Extended-Time HBA program is intended for HBA2 students who are not able to complete the final year of the HBA program because of significant extenuating compassionate or medical circumstances.   The Extended-Time HBA program is available only with the permission of the HBA Program Director and with supporting documentation.

Special Students
HBA graduates may enroll in HBA2 electives as special students only with permission of the HBA Program Director.

Unsatisfactory Standing
The teaching faculty of each year of the program meet to consider individually the case of each student who has not met the requirements either for progression or graduation. Given the academic performance of the student and all other information available to the Faculty,

A third year student may be:
1. Passed by Faculty action
2. Required to follow a course of action deemed appropriate by the Faculty
3. Required to withdraw from the Ivey Program

A fourth year student may be:
1. Passed by Faculty action
2. Required to follow a course of action deemed appropriate by the Faculty
3. Required to withdraw from the Ivey Program

Academic Requests for Relief and Appeals Procedures
An appeal request for relief is a request for an exemption from a Senate regulation or a request that a grade on a particular piece of work or a final standing in a course or program be changed. The successive levels for an academic appeal request for relief and appeals are as follows:
1. consultation with the faculty member
2. submission of a written request to the Dean, through the Program Director
3. submission of a written application to the Senate Review Board Academic

Each step of the appeals process should be initiated as soon as possible and within the timelines as specified in the policy on *Requests for Relief from Academic Decisions* and policy on *Senate Review Board Academic* and their corresponding procedures STUDENT ACADEMIC APPEALS section.

ITEM 14.2(c)(viii) – Revisions to the Policy on "Progression Requirements – Dentistry"

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the policy on "Progression Requirements – Dentistry" will be revised to remove references to the former policies and correctly reference the new policies.

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – Dentistry"

![Western University Canada logo]

Progression Requirements – Dentistry

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – Dentistry

Subsections: [Program Requirements and Progression](#); [Program Regulations](#); [Assessment](#)

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: [Dean's Honour List and Graduation "With Distinction"](#)

Effective Date: September 1, 2025 ~~September 1, 2024~~

Supersedes: September 1, 2024; September 1, 2022; March 2019

Doctor of Dental Surgery (DDS) Program and DDS Advanced Standing Program for International Dental Graduates (IDG), Schulich School of Medicine & Dentistry

PROGRAM REQUIREMENTS AND PROGRESSION

The Doctor of Dental Surgery (DDS) program in the Schulich School of Medicine & Dentistry is a four-year program, however for international dental graduates it is a three-year program with students starting in Year 2. The program is divided into integrated years of learning offering large and small group, laboratory, pre-clinical Simulation Clinic, Dental Clinic, and Community Service.

Years 1 and Year 2 courses involve both in-person and online learning; laboratory experiences; pre-clinical dental simulation; large group learning; and small group learning. Students are required to successfully complete all course requirements in

Year 1 before transitioning to Year 2, as well as successfully complete all Year 2 requirements before transitioning to Year 3.

Year 3 courses involve both in-person and online learning. Year 3 is a clinically intensive year in the Dental Clinic, providing students with a broad-clinical experience emphasizing a comprehensive patient-centered approach to oral health. Students are required to successfully complete all requirements prior to transitioning to Year 4.

Year 4 courses involve both in-person and online learning and the majority of courses occur in the Fall. Year 4 is a clinically intensive year in the Dental Clinic providing students with a broad clinical experience emphasizing a comprehensive patient-centered approach to oral health. Students are required to successfully achieve competence in all requirements to be recommended for graduation.

<u>The Academic Year</u>

The academic year at the Schulich School of Dentistry comprises a period of approximately 32 weeks and is divided into two-terms. (See Schulich Dentistry – Sessional Dates).

The timetable for the first term is available one-week prior to the first day of classes. Schulich Dentistry may, on notice, schedule compulsory classes and seminars additional to those indicated on the timetable.

During the examination period, only mid-term and/or final written and/or practical examinations will be held.

The fall term, including the examination week, shall not extend beyond December 22 in any year.

The winter term shall normally begin on the Monday of the first full week in January.

No lectures, seminars, laboratory or preclinical or clinical sessions shall be scheduled for Years 1, 2, 3, and 4 during the examination week(s).

Term tests that are not mid-terms are to be scheduled at times normally assigned to a course for lectures, seminars and/or laboratories but not within two weeks of the examination week(s).

A study week shall be scheduled during the March Break to coincide with the Schulich Doctor of Medicine Program.

PROGRAM REGULATIONS

Attendance

It is expected that students attend all scheduled curricular learning experiences in the DDS program, including laboratory, pre-clinical and clinical. Failure to attend curricular learning experiences, including scheduled pre-clinical and clinical sessions, without prior advanced approval will be considered a breach of professionalism and may result in a failing grade, remediation or dismissal.

Professional Ethical Standards

All candidates registered in the program are expected to be in compliance with Western University's Degree Level Expectations, and all other applicable policies or statements governed by Western University, including the Code of Student Conduct, MAPP 1.35 – Non-Discrimination/Harassment/Sexual Misconduct Policy, and MAPP 1.46 – Safe Campus Community. In addition, candidates must develop and demonstrate the attributes of a professional as outlined and regulated by the Royal College of Dental Surgeons of Ontario (RCDSO), the Schulich Dentistry Professionalism Policy, and Schulich Medicine and Dentistry Charter of Professionalism.

Immunizations

On admission and for annual clearance, students are required to provide immunization documentation as it relates to the requirements of the Schulich School of Medicine & Dentistry listed on the Learner Experience Office website.

Police Checks

Students enrolled in the DDS program are engaged in patient care, including vulnerable sectors (i.e., children, adolescents, special needs, adults, seniors, etc.) during their learning. To fulfill legal obligations that support patient safety, students will be required to submit their police record checks and vulnerable sector checks upon admission to the Program prior to beginning Year 1 studies and prior to the beginning of Years 3 and 4. Year 2 students must provide a signed declaration before beginning Year 2. This must be completed independently by the learner and submitted to the Learner Experience Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit or update required documentation of a clean police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner Experience Office (Years 2,3, and 4) about processes to follow in the event of a failed check.

Time Limitation for Completion of Program

The DDS program is a full-time, four-year professional academic program (or three-year for International Dental Graduates). Students on request to the Vice-Dean and Director of Dentistry may be granted a leave of absence while enrolled in their program studies. The DDS program however must be completed within five consecutive years (or four years for international dental graduates) of the original date of enrollment.

A student who fails to complete the DDS program within the stipulated consecutive time period, for any reason, must withdraw from the DDS program. Only under extenuating circumstances may a student apply for readmission to the DDS program, and there is no guarantee that a student will successfully gain readmission to the program. All applications for readmission to the DDS program are reviewed by the Vice-Dean and Director of Dentistry.

ASSESSMENT

Assessment in the DDS program occurs via different testing methods and the principal function is to provide feedback to support student learning and achievement of competence. All assessment activities are aligned with the competencies of a beginning dental practitioner in Canada which were established by the National Dental Examining Board of Canada.

Satisfactory Progression without Condition

To complete a year's work and be permitted to register in the succeeding year of the dental program, a student must:

a)   Satisfactorily complete the prescribed assignments for both credit and non-credit courses;
b)   Obtain at least a Pass level of performance in each credit course.

Notes:

i)   The pass level of performance will transition to 65% effective September 1, 2024 and 70% effective September 1, 2025.

   "Transition Year": September 1, 2024 to August 31, 2025.

ii)   A course shall be defined as a discrete division of a general subject and is characterized by specific instruction and by examination specific to the said course. Where a general subject is not divided into discrete divisions it shall, for the purpose of these regulations, be considered a course.

iii)   In each course, the ratio of term grades to final examination grades is

determined by the Course Director of the department concerned.

Eligibility for Awards

Students are required to achieve a passing grade without benefit of supplemental examination(s) in all courses of the academic year, as well as have no breaches of professionalism, to be eligible for Professional Awards in that year.

Conditional Progression

A student may be given permission by the Vice-Dean and Director of Dentistry to progress or continue in the dental program with conditions as noted below:

First and Second Years
A first or second-year student who fails either the written and/or preclinical laboratory component(s) of a course may be granted permission to write a supplemental examination in either or both components of that course. If a student is granted permission to take a supplemental examination in either or both components, the student:

1. must achieve a minimum Pass level of performance on the supplemental examination(s), otherwise the student will receive a grade of "fail";
2. will be given a grade of 70% (Transition Year – 65%) in the course, regardless of the passing grade achieved on the supplemental examination

Third and Fourth Years
A third or fourth-year student who fails the written component of a course may be granted a supplemental examination in that component. If a student is granted permission to take a supplemental examination in either or both components, the student:

1. must achieve a minimum pass level of performance on the supplemental examination(s), otherwise the student will receive a grade of "fail";
2. will be given a grade of 70% (Transition Year – 65%) in the course regardless of the passing grade achieved on the supplemental examination.

If, by the end of the academic year, a student in third or fourth-year has not completed all clinical cases, requirements and other assignments prescribed in a clinical component of a course, but has an overall passing grade in those activities that have been done, the Clinical Division may recommend that a grade of 'Incomplete' be given. The recommendation will include:

1. The type and extent of the work to be completed;
2. The date on which it must be completed;
3. The name of the Division who will evaluate the student's work;
4. The date by which the final grade will be forwarded to the Registrar's Office.

If a student fails to satisfactorily complete the clinical cases in the prescribed time necessary to remove the course grade of "incomplete", this will result in a failure of the course.

No supplemental examinations will be permitted in the clinical component of third or fourth-year courses, 5320 and 5420. If, by the end of the academic year, a student in third or fourth-year has a failing grade in a clinical discipline within 5320 or /5420, that student shall be given a grade of "Fail" in 5320 or /5420.

Unsatisfactory Standing

A student shall be considered to have failed the year if the student attains:

1. Less than a Pass level of performance in one or more courses or components of courses where supplemental examination(s) are not granted;
2. Less than a Pass level of performance in a supplemental examination.
3. Fails 30% of their course load in a single year. Course load will be determined by the number of course credits. Each course is equivalent to one course credit whether it is a half-year or full-year course.

Requirement to Repeat a Failed Year

Students who have been considered to have failed the year will be required to either repeat the year or withdraw from the program, which will be dependent on the number and magnitude of the failures. The Competency and Progressions Committee and Vice-Dean and Director of Dentistry will determine if a student is required to repeat a year or withdraw from the DDS program.

If a student is required to repeat the year, they must repeat the entire year. Only in extenuating circumstances will the Vice-Dean and Director of Dentistry grant an exemption.

Supplemental examination privileges are not extended to students repeating a year.

A student granted the privilege of repeating a year will be responsible for all applicable tuition and Dentistry fees outlined in the Fee Schedule of the year being repeated.

Requirement to Withdraw

A student who has not met the requirements listed for "Satisfactory Progression" above or was not successful in demonstrating sufficient achievement and progression after appropriate remediation and/or supplemental examinations shall be required to withdraw from the DDS program for any of the following reasons:

1. The student has not met the conditions listed under "Conditional Progression" and, therefore is not eligible for supplemental assessment.
2. The student has met the conditions listed under "Conditional Progression" but permission for supplemental assessment is not granted by the Competency and Progressions Committee and Vice-Dean and Director of Dentistry.
3. The student is offered and completes a repeat year of supplementary learning and is not successful in progression.
4. The student has failed a second year of studies (does not have to be consecutive).
5. The student has failed 30% or more of their course load in a single year.
6. The student that has met the requirements under "Satisfactory Progression" but may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Western University Code of Student Conduct.
7. The student has met the requirements under "Satisfactory Progression" but has not been compliant with the Professional Ethical Standards defined above.
8. The student has not met the requirements for immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of pre-clinical or clinical privileges and failure to complete academic requirements.
9. The student has failed to remit tuition or student fees and has been sent to collection, resulting in suspension of pre-clinical or clinical privileges and failure to complete academic requirements.
10. The student has met the requirements under "Satisfactory Progression" but has not adhered to the "Program Regulations" identified in this document, including (but not limited to) professional conduct.

Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the ~~Undergraduate Student Academic Appeals~~ policy on *Requests for Relief from Academic Decisions* and corresponding *Procedure for Undergraduate Student Academic Requests for Relief*.

Readmission

If a student has been asked to withdraw from the DDS Program for unsatisfactory standing, readmission to the Program will be subject to the following conditions:

1. A student may be permitted to repeat the failed year. Permission to repeat first year is seldom given**,** and then only under extenuating circumstances. Permission to repeat one of the subsequent years is normally given, but is subject to a vacancy being available in the year to be repeated.

2. Applications for readmission must be submitted in writing to the Director of Dentistry on or before August 15 of the year in which readmission is being sought.

3. A student who is granted permission to repeat a year is required to repeat the entire year, regardless of the achievement level. All prescribed work must be completed satisfactorily or the student will be required to withdraw from the Faculty of Dentistry. Supplemental examination privileges are not normally extended to students repeating a year.

A student who voluntarily withdraws from a specific year of instruction before the end of the Fall-Term may apply for readmission to the Vice-Dean and Director of Dentistry by July 1 of the following year. In such event, the year from which the student withdrew would not be counted within the sixty-month period (or forty-eight months for International Dental Graduates) allowed to complete the program.

Grading

Students are able to access their grades at the end of each academic term through the Student Center. The key to grades is:

In the Transition Year (September 1, 2024 to August 31, 2025) 65% to 100% will be a "pass" and below 65% will be a "fail".

Effective September 1, 2025:

70% and above:	Pass
Below 70%:	Fail
IPR:	Course in Progress
INC:	Incomplete

Students must satisfactorily complete all course requirements to receive a Pass level of performance, which includes formative assessments and a minimum grade of 70% (Transition Year – 65%) on summative assessments.

Note: Effective September 1, 2025, the Pass level of performance and minimum grade on summative assessments will change to 70%.

Remedial Work/Supplemental Examination

A grade of 70% (Transition Year – 65%) is given to students who have failed a course and have successfully completed remediation work and/or a supplemental

examination.

Honours

See the "Dean's Honour List and Graduation "With Distinction"" policy.

Graduation Requirements

A student who successfully completes the work of their final year of the DDS program shall be recommended for graduation.

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Last Reviewed:

ITEM 14.2(c)(ix) – Revisions to the Policy on "Progression Requirements – Bachelor of Education (B.Ed.)"

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the policy on "Progression Requirements – Bachelor of Education (B.Ed.)" will be revised to remove references to the former policies and correctly reference the new policies.

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – Bachelor of Education (B.Ed.)"

Progression Requirements – Bachelor of Education (B.Ed.)

Policy Category:	Registration, Progression, Graduation
Subject:	Progression Requirements – Bachelor of Education (B.Ed.)
Subsections:	Progression Requirements; Progression from Term to Term and Graduation; Requirements for Participation in Practicum; Initial Practicum Placement; Practicum Progression; Appeal Process
Approving Authority:	Senate
Responsible Committee:	Senate Committee on Academic Policy
Related Procedures:	*
Officer(s) Responsible for Procedure:	*
Related Policies:	*
Effective Date:	September 1, 2025 September 1, 2024
Supersedes:	September 1, 2024; September 2020

Progression Requirements

1. The progress of each Teacher Candidate is subject to formal and informal assessment and evaluation in each of the four academic terms, at every stage of the professional program to determine attainment of experience specific objectives, learning outcomes and professional competencies.

    All candidates registered in the program are expected to be in compliance with Western University's Degree Level Expectations, and all other applicable policies or statements governed by Western University, including the Code of Student Conduct, MAPP 1.35 – Non-Discrimination/Harassment/Sexual Misconduct Policy, and MAPP 1.46 – Safe Campus Community. In addition, Teacher Candidates must develop and demonstrate the attributes of a professional educator as outlined and regulated in the Ontario College of Teachers' (OCT) Accreditation standards, the Standards of

Progression Requirements – Bachelor of Education (B.Ed.)

Professional Practice and Ethical Standards for the Profession, and as administered and assessed in the Bachelor of Education (B.Ed.) program. To remain registered is contingent on maintaining a satisfactory level of performance in all courses and requirements.

Grade reports are tracked and monitored as per Western policy.

Student progress toward meeting the OCT competencies is documented, monitored and assessed in all components of the program. Candidates document their growth through their Professional Practice Record in their Master Teacher Mentoring groups, under the supervision of a Master Teacher Mentor. Professional Practice Records are reviewed annually by senior leaders in local school boards.

Progress in the Practicum is documented using an approved Practicum report which must be submitted to the Ontario College of Teachers. If students struggle during practicum, either they or their Associate Teacher will reach out to the Practicum Office, and a Practicum Consultant will be engaged to work with the student and the Associate Teacher. A practicum that is deemed unsuccessful by an Associate Teacher in consultation with a Practicum Consultant will be reported to the Associate Dean, Teacher Education and the student will be placed on Conditional Status. An unsuccessful practicum automatically results in ONE makeup practicum.

Progress in the Alternative Field Experience is monitored and tracked by the Program Coordinator in the Teacher Education office and supervised by the Alternative Field Experience placement supervisor. An unsuccessful Alternative Field Experience is a decision made between the Supervisor and the Program Coordinator, resulting in a 'fail' and will be reported to the Associate Dean, Teacher Education. A student who is unsuccessful in the Alternative Field Experience will be placed on Conditional Status, with ONE opportunity to make up an Alternative Field Experience.

Progress in the Transition to Professional Practice Professional Development series is tracked by the Program Coordinator. A student who does not attend the requisite sessions is reported to the Associate Dean, Teacher Education, and will be placed on Conditional Status.

Progress in the Capstone Project is supervised by the Specialty area Faculty member in the course. Like all courses, students who fail to meet the expectations of the course will fail the course, and thus, fail to progress in the program.

2. A Teacher Candidate who fails to maintain a satisfactory level of performance may at any time be Required to Withdraw or be placed on Conditional Status. This decision will be made following a recommendation to the Dean (or Associate Dean) by the Teacher Education Advisory Board.

3.   Upon the recommendation of the Teacher Education Advisory Board to the Dean (Associate Dean) a student may be denied a school placement for either a practicum or another purpose related to the B.Ed. program.

4.   Reasons for Withdrawal, Conditional Status, or denial of school placements will be provided to the student in writing:

   a. Teacher Candidates who are placed on Conditional Status or denied school placements will be provided with a set of conditions to be met for successful completion of their program.
   b. Teacher Candidates who are required to withdraw will not be considered for readmission until after a hiatus of one full academic year.
   c. Teacher Candidates who withdraw from the program or who are required to withdraw will not retain credit for courses or practica that may have been completed at the time of withdrawal.

Progression from Term to Term and Graduation

1.   All courses and practica in each term must be completed satisfactorily before a Teacher Candidate may progress to each subsequent term of the program. An overall pass is required in course work, with a pass being the equivalent of 76% in all courses.

2.   Teacher Candidates who do not complete all requirements in the first two terms satisfactorily, (including the Practicum, Alternative Field Experience (AFE), Transition to Practice (T2P) and in demonstrations of professional suitability) will be withdrawn from the program.

3.   Under exceptional circumstances, a Teacher Candidate may be permitted to defer enrollment for the second two terms for one year in order to complete requirements of terms one and two. Such exceptional circumstances will be adjudicated on a case-by-case basis by the Dean (Associate Dean, Teacher Education).

4.   All term three and four components of the program (courses, practica, T2P and alternative field experiences) must be completed satisfactorily before a Teacher Candidate can qualify for the B.Ed., and be recommended for certification by the Ontario College of Teachers.

Requirements for Participation in Practicum

Admission to the B.Ed. program entails admission to the practicum program, provided the following requirements are met:

1. Essential Skills & Abilities Requirement: Teacher Candidates must be able to demonstrate responsibility for the physical safety, psychological health, and educational well-being of students in schools.

2. Ethical Requirement: Teacher Candidates in Ontario Faculties of Education are Associate Members of the Ontario Teachers Federation and are thereby subject to *Ethical Standards for the Teaching Profession of the Ontario College of Teachers*[1]. Teacher Candidates must demonstrate care, respect, trust, and integrity in all interactions with students, parents, other teachers, school personnel, and members of the public.

3. Police Record Check Requirement: A Police Record Check which includes Vulnerable Position Screening and which is acceptable to the school boards with whom the Faculty of Education works is required before a Teacher Candidate can be placed in a school for a practicum. If information that is unacceptable to school boards appears on a Teacher Candidate's police record check, that Teacher Candidate will not be able to be placed for a practicum and will be required to withdraw from the program.

4. Attendance and meeting program component requirements: Teacher Candidates must maintain a satisfactory record of attendance, satisfactory standing in all program requirements. Unexcused absences, non-participation in classes, AFE, T2P, incomplete or unsatisfactory assignments and not demonstrating professional suitability as outlined by the OCT Standards and Ethical Standards of the profession, are all grounds for denying a practicum placement.

Initial Practicum Placement

Teacher Candidates who meet the requirements outlined above will be assigned an initial practicum placement.

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1 Ontario College of Teachers Professional Standards

Practicum Progression

- A minimum of 80 days of successful practicum is required. Experience at each of the two levels in which a Teacher Candidate seeks certification (primary, junior, intermediate, or senior) is required.
- A Teacher Candidate who receives an unsatisfactory practicum evaluation will be allowed to complete ONE makeup practicum.
- A second unsatisfactory practicum evaluation at any point in the program will result in the Teacher Candidate being withdrawn from the program.
- A fee will be charged for practicum placements beyond 100 days.

Appeal Process

For more information about the appeal process, consult the ~~Undergraduate Student Academic Appeals~~ policy on *Requests for Relief from Academic Decisions* and corresponding *Procedure for Undergraduate Student Academic Requests for Relief*.

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Last Reviewed:

ITEM 14.2(c)(x) – Revisions to the Policy on "Progression Requirements – Law"

ACTION:　☐ APPROVAL　　☒ INFORMATION　　☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions", "Senate Review Board Academic Appeals", and "Scholastic Offences" be introduced and that the policies on "Undergraduate Student Academic Appeals", "Graduate Student Academic Appeals", "Scholastic Discipline for Undergraduate Students", and "Scholastic Discipline for Graduate Students" be rescinded.

Effective September 1, 2025, the policy on "Progression Requirements – Law" will be revised to remove references to the former policies and correctly reference the new policy.

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – Law"

Progression Requirements – Law

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – Law

Subsections: Law; JD/HBA Combined Degree Program; JD/MBA Combined Degree Program

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: *

Effective Date: September 1, 2025

Supersedes: September 1, 2024; September 1, 2023; September 1, 2022; September 2020

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LAW

The Academic Session
The Academic Session at the Faculty of Law comprises a period of approximately thirty weeks: the session is divided into two terms. (See Faculty of Law – Sessional Dates)

The timetable for the first term is available in the Administrative Office on the first day of classes. The Faculty may, on notice, schedule compulsory classes and seminars additional to those indicated on the timetable.

Attendance
Success in law studies requires that students devote their full time to the work of the school. The Faculty advises all students to avoid outside employment unless absolutely necessary.

No credit is allowed for work done in absentia. Leave of absence is not permitted except in unusual circumstances. Students in good standing who are permitted to withdraw can rejoin the Faculty of Law subject to the regulations in force at the time they apply to re-enter. Failure to attend classes, seminars, appointments or examinations without good cause constitutes a ground for exclusion from the Faculty.

The right to sit for examinations or to submit work for evaluation is conditional upon regular class attendance and participation in required exercises. An instructor, with the approval of the Associate Dean (Academic), may refuse to evaluate all or part of a student's work where attendance has not been regular.

Permission to Register in Individual Courses
A student registered in another faculty at Western may, upon application, be granted permission to register in one full or equivalent course offered by the Faculty of Law. Such registration occurs at the discretion of the student's dean and the dean of the Faculty of Law. Students granted such permission will be granted in the same way as regular students in the course; however, they can obtain no credit toward a Bachelor of Laws degree in this manner.

Evaluation
Course descriptions must set out clearly the contents of the course and the method of evaluation. These may not be changed after they have been published without the instructor's and students' agreement.

Instructors should be as specific as possible about the method of evaluation. While it may not be essential to indicate whether an examination is open or closed book, it is preferable to provide students with this information at the outset of the course.

In upper-year courses, a final examination may count for more than 75% of a student's final grade only if the student (i) has been given the option of a final examination worth 75% or less, and (ii) has declined that option. First-year courses (with the exception of Legal Research, Writing and Advocacy, Corporate Law and Legal Ethics and Professionalism) run the full academic year, with mid-term examinations held in December worth at least 20% and not more than 30% of the student's final grade in the course. Questions included in first-year December examinations cannot be released to students prior to the day after classes end in the fall term.

The Faculty uses a system of blind marking, and students are issued exam numbers each term. These numbers are the only identification used by students on examination papers. They also may be used for other methods of evaluation.

No more than 75% of a student's final grade in a course may be assessed on the basis of group work. This rule does not apply to a research paper undertaken as a joint Individual Research project for which a group of students has received approval.

"Group work" means an assignment submitted by two or more students for which there is a single overall evaluation with one common mark allotted to all students in the group.
No more than 20% of the final grade in a course may be for class participation. The basis for the participation component must be clearly stated.

A student who has an unexcused absence from an examination, or an unexcused failure to submit an assignment or complete a course component, will receive an F for the examination, assignment or course component.

Grading Rules
The Faculty of Law uses the following grade designations:

Grades	Grade Meanings	Numeric Values
A+	Excellent	90-100%
A	Excellent	85-89%
A-	Excellent	80-84%
B+	Good	77-79%
B	Good	73-76%
B-	Good	70-72%
C+	Competent	67-69%
C	Competent	63-66%
C-	Barely Competent	60-62%
D	Marginal Pass	50-59%
F	Fail	0-49%
PAS	Pass	
FAI	Fail	
AUD	Audit	
WDN	Withdrawn	
INC	Work is Incomplete	

Students receive only a letter grade for each subject. The numeric values are used for letter grade calculation only.

The "PAS" and "FAI" designations are used only in courses identified specifically as being graded on a pass/fail basis. This pass/fail designation is used also for grades obtained on exchanges. A grade of "FAI" is treated the same as an "F" grade.

In any course not identified specifically as being graded on a pass/fail basis, no components of any student's grade in the course can be assessed on a pass/fail basis.

The class average in an upper-year course of 25 or fewer students must be between 74.0 – 79.0. The class average in an upper-year course of more than 25 students and in all first year courses must be between 74.0 – 76.0. Grades in the "F" range will be excluded from the calculation of class averages. These grading rules do not apply to independent research projects, supplemental writing credits, courses in which students participate in external advocacy competitions, or to internships or externships with fewer than five enrolled students.

For the purposes of calculating class averages and the overall average of individual students, including the determination of Honours standing, final letter grades for each student are assigned the following fixed numeric values:

Grades	Fixed Numeric Value
A+	92
A	87
A-	82
B+	78
B	75
B-	71
C+	68
C	65
C-	61
D	58
F	45

Individual grades assigned by instructors remain provisional until they are approved at the Faculty of Law Grades Meeting. The grades assigned by instructors must comply with the applicable class average requirements and must be submitted, together with electronic evidence demonstrating such compliance, in the form stipulated by the Assistant Dean, Student Services. However, after grades have been assigned, the Faculty has the discretion, at a Faculty of Law grades meeting, to waive the class average requirements. If an instructor wishes to seek an exemption from the class average requirements, the instructor must apply to the Faculty at a Grades Meeting, supplying the reasons for the application and the recommended non-compliant grades along with an alternative set of compliant grades.

In the case of a class with fewer than six students, an instructor who has submitted non–compliant grades is not required to submit at the same time an alternative set of compliant grades.

Supplemental Assessments
A student who has failed a course is normally entitled to write a supplemental assessment to attempt to obtain credit for the course.

A student is not entitled to write a supplemental assessment if:

1. The student obtained, prior to writing any supplemental assessment, more than one grade of F in first year or more than one grade of F in any single term of an upper year;
2. The student failed to demonstrate a reasonable or good faith effort to fulfill the academic requirements of the failed course; or
3. The grade of F in the course was attributable, in whole or in part, to the commission of a scholastic offence, as defined by ~~university~~ policy on ~~scholastic offences~~ *Scholastic Offences* and *Procedure for Undergraduate Scholastic Offences*, and the Associate Dean (Academic) has determined through that policy that the student should not be entitled to write a supplemental assessment.

If an instructor alleges that a student failed to demonstrate a reasonable or good faith effort to fulfill the academic requirements of a failed course, the Associate Dean (Academic) shall determine whether the allegation is valid. Before making a final determination, the Associate Dean (Academic) shall first give the failing student notice of the allegation, including the reasons for it, and provide the student a reasonable opportunity to explain how the student did demonstrate a reasonable and good faith effort.

A student who fails a course and is not entitled to write a supplemental assessment receives a final grade of F in the course.

A student who is entitled to write a supplemental assessment but does not do so receives a final grade of F in the course.

A student who is entitled to write a supplemental assessment must obtain a minimum grade of C on the assessment to pass and thereby obtain credit for the course. If the student obtains a C or better on the assessment, the original grade of F remains on the transcript with a notation that the course has been "passed by supplemental". If the student does not obtain a C or better on the supplemental assessment, the student receives a final grade of F in the course.

Normally, a supplemental assessment will take the same form as the original assessment. However, it is within the instructor's discretion to select another form of supplemental assessment.

Progression

Unless granted permission by the Associate Dean (Academic), a student is not entitled to take any additional courses before successfully completing all of the following courses: Constitutional Law; Contracts; Criminal Law; Legal Research, Writing and Advocacy; Property; Torts; and either Corporate Law or Legal Ethics and Professionalism.

Unless given academic accommodation, a student must enrol in enough courses to meet the minimum term and annual credit requirements stipulated in the Faculty's Academic Program. A student who fails to meet the minimum credit requirements of a given term or year for reasons other than failing a course must spend the next term only making up the missing credits. In that next term, the student is only entitled to enrol in the minimum number of courses necessary to make up the missing credits. No additional courses can be taken until after the missing credits have been earned.

Excluding any approved leave of absence and subject to the discretion of the Associate Dean (Academic), a student who fails to enrol in any courses during a summer course bidding period and during any of the following 375 days is, upon notice to the student, deemed to have withdrawn from the Juris Doctor program. A summer course bidding period is the period designated by the Faculty each year when students are entitled to use bid points to select courses.

A student earns no credit for any course in which the student receives a final grade of F. A failed course for which a student receives no credit does not fulfill any Law program requirements. If the student is entitled to remain enrolled in the Faculty, the student must make up any missing credits in a later term designated by the Associate Dean (Academic). The student is only required to make up credits to the extent necessary to meet, after the fact, the minimum credit requirements for the term and year in which the student obtained the final grade of F.

A student who obtains a final grade of F in a course in the winter term of third-year, and who is entitled to remain enrolled in the Faculty, may return in a fourth year to make up the missing credits. The student is only entitled to take a maximum of two courses. The course or courses must be taken in the fall term.

A student who obtains a final grade of F in a course, and who is entitled to remain enrolled in the Faculty, is normally permitted, but not required, to re-take the failed course in a later term. In appropriate circumstances, the Associate Dean (Academic) may deny such permission.

Continuing Enrolment

Continuing enrolment in the Faculty of Law is conditional on a student demonstrating sufficient academic competence. A student will be required to withdraw from the Faculty in any of the following situations:

1. Over the course of a student's enrolment in the Faculty, the student accumulates any of the following combinations of final grades:
   a. Two or more grades of F;
   b. One grade of F plus two or more grades of D;
   c. One grade of F plus, collectively, three or more grades of D and/or C-;
   d. Collectively, five or more grades of D and/or C-.
2. A student obtains a final grade of F in any compulsory course.

For greater certainty,

1. A compulsory course is any course specified in the Faculty's Academic Program as one that a student must take;
2. In a pass/fail course, a fail will be considered a final grade of F and a pass will not count as a grade of F, D or C-;
3. A student shall be deemed not to have obtained a final grade of F, D or C- in a course if the student initially receives a failing grade but later passes the course by supplemental assessment.

Before requiring a student to withdraw, the Associate Dean (Academic) shall arrange for a review of all final grades of C- or lower in all courses taken by the student. This review will include rereading of all the student's examination papers to verify the accuracy of the marking process.

Despite the above, the Dean may grant a student who is required to withdraw permission to remain enrolled, subject to any conditions the Dean deems appropriate. Before making a final decision, the Dean shall first inform the student of the outcome(s) of the aforementioned review and give the student an opportunity to explain why the student should be permitted to remain enrolled.

Prerequisites
A student may not take a course for which there is a prerequisite if the final grade obtained in the prerequisite was an F.

Process
The Faculty of Law uses the Gradebook in OWL to record grades. It is the responsibility of all instructors to enter their students' final grades and, for first-year full-year courses, their students' mid-term examination grades into this program.

The deadline for entering grades is: (a) in courses with a final examination, one week following the writing of the examination; and (b) in courses without a final examination, one week after the last day of classes.

An instructor does not have the authority to unilaterally change a student's final grade after it has been submitted to the Student Services Office. However, if an instructor discovers a mathematical or other technical error in a grade that has been submitted, the instructor should contact the Student Services Office as soon as possible to officially record the appropriate grade.

The Faculty has the right to alter course grades at the grades meetings. The Dean or Associate Dean (Academic) will alert an instructor if the instructor's grades appear to be anomalous and may seek an explanation.

Faculty of Law: Winter Term Format
The Winter Term for first year students begins with a period of intensive instruction. During this period students enrolled in first year will work exclusively in small groups developing research, writing, and advocacy skills. Students will fulfill their remaining course requirements for the year during the Winter Term.

Honours
A student who achieves an average of at least "B" on a full year's work as defined by the program and who is in the top 10% of the class, is named to the Dean's Honour List.

Students in any year who attend another law school on a letter of permission from Western and students in any year who attend the Faculty of Law on a letter of permission from another law school, are not considered for the Dean's Honour List in that year.

Only the grades earned in courses taken at the Faculty of Law in a particular year (provided those courses total at least 14 credit hours) are used to calculate a student's standing for an overall achievement award in that year.

A student who is on the Dean's Honour List for at least two of the three years at the Faculty of Law and who obtains a cumulative average of at least "B" over the three years shall graduate *With Distinction*.

The winner of awards or prizes for the highest marks in a particular subject will be determined without regard to whether the student has received other prizes or awards.

Appeal Procedures
Please refer to the Faculty of Law website, www.law.uwo.ca. For related information, refer to the policy on *Requests for Relief from Academic Decisions* and *Procedure for Undergraduate Student Academic Requests for Relief* Student Academic Appeals – Undergraduate section.

Academic Program
In first year, students take the following courses: Constitutional Law; Contracts; Criminal Law; Legal Research, Writing and Advocacy; Property; Torts; and either Corporate Law or Legal Ethics and Professionalism.

Students in their second and third years must take a minimum of fourteen course credit hours in each term and a minimum of twenty-nine such hours in an academic

year. Students may take more than seventeen course credit hours in a term or thirty-three such hours in an academic year only with the permission of the Associate Dean (Academic).

Students must, after first year, take Civil Procedure and Administrative Law. In second year, students must take whichever of Corporate Law or Legal Ethics and Professionalism that they did not complete in first year.

By the end of third year, a student must satisfy the Faculty writing requirements. Students may satisfy the Faculty writing requirements in either of two ways, namely: (1) by completing in upper year courses two research essays, each worth at least two credits, or (2) by completing in upper year courses one research essay worth at least two credits and one or more practice-oriented legal writing assignments worth at least two credits collectively.

A practice-oriented legal writing assignment must involve independent legal research and/or analysis. To provide some examples, a factum or legal memo will generally count as a practice-oriented legal writing assignment, while a research essay worth less than two credits or a reflective journal will not.

A Supplemental Writing Credit may count towards fulfilling the Faculty writing requirements. Specifically, a student can complete the requirements for a research essay worth at least two credits by adding a Supplemental Writing Credit to a course assessed in part by a research essay (worth at least one but less than two credits), if the Supplemental Writing Credit is used to extend the research essay. A Supplemental Writing Credit can count toward completing a practice-oriented legal writing assignment if the Supplement Writing Credit is attached to a course that already includes a practice-oriented legal writing assignment.

In all cases, the Associate Dean (Academic) has the final authority to decide whether a component of a course will satisfy a Faculty writing requirement.

Note: In each of second and third years, a student may take courses outside the Law School up to the equivalent of six credit hours, but no more than four such hours in any one semester. The approval of the course instructor and the Associate Dean (Academic) of the Faculty of Law must be obtained.

Cross-Registration in Business Courses
The Faculty of Law and the Ivey Business School have a joint arrangement whereby second and third-year law students and MBA students may cross register in courses offered by the other Faculty or School. Students must obtain approval from both the Associate Dean of the school in which they are registered and the student services office of the school offering the course(s) they wish to attend. Such students are expected to meet all requirements of the course. Grades for Law students taking courses at the Ivey Business School will be recorded on their university academic records on the 100-point grading scale.

JD/HBA COMBINED DEGREE PROGRAM

Structure of the Program
The combined program is administered on behalf of the Ivey Business School and the Faculty of Law by the two HBA/JD Program Directors, one of whom is appointed by the Ivey Business School and the other by the Faculty of Law. The combined program allows students to complete both the JD and HBA degrees in six academic years instead of the seven years that would be required if the degrees were taken separately.

Students are registered in the combined program for Years Four to Six. Below is a brief outline of the program by year. The specifics may change as courses change in each faculty. It is assumed that students do not take more than two years of course work prior to beginning HBA1; however, it is possible to undertake the combined program with more than ten credits prior to HBA1.

Admission to the Combined Program
See the policy on "Admission – Law".

Years One and Two
All students must complete at least two years of full-time university courses obtaining 10.0 credits. Students may take a wide variety of courses in any faculty. However, they must take Business Administration 2257.

Year Three
All students will take: Business Administration 3300K, Business Administration 3301K, Business Administration 3302K, Business Administration 3303K, Business Administration 3304K, Business Administration 3307K, Business Administration 3311K, Business Administration 3316K, Business Administration 3321K, Business Administration 3322K, Business Administration 3323K.

No substitutes for any of the above courses are permitted under any circumstances.

Year Four - Combined Program
All students must take first-year Law in Year Four. They may not take any business or outside courses during this year.

Year Five and Six - Combined Program
Students will take an approved mix of required and elective courses from both faculties in these years.

Students must take:

(i) International Perspective Requirement: Business Administration 4505A/B.

(ii) Corporations and Society Perspective Requirement: at least 0.5 course from Business Administration 4521A/B, Business Administration 4522A/B, Business Administration 4523A/B or another business elective as determined and approved by the HBA Program Director as satisfying this requirement.
(iii) Applied Project Requirement: Business Administration 4569.

(iv) 1.0 elective course chosen from 4000-level Business courses.

Students must take courses in Law totaling 45 credit hours. These courses must include the three compulsory upper-year courses, and a course or courses that satisfy the Faculty of Law writing requirements.

Students' choices of elective courses are subject to the approval of the Program Directors who must review proposed elective course selections to ensure that the objectives of the program are met. The elective courses may not include introductory courses of a dual law and business nature such as Law and Accounting or Business Law.

Exchange Programs
With advanced planning, students in this the combined program may be eligible for to participate in one exchange term in an academic exchange program in Year Five or Six. Interested students must discuss exchange options with the HBA Program Office and with the Faculty of Law's International Program Office. The student must satisfy both Program Directors that the student's course load is balanced appropriately before permission will be given to participate in an exchange program.

Progression Standards
Once admitted to the combined program, students must attain a minimum weighted average of 75% in their 4000-level HBA courses and a B- average in their Law courses.

Failure to Meet Progression Standards
A student who fails to meet the combined progression standards in any year must withdraw from the combined program. However, if that student has met the progression standards of either the HBA or Law program, the student will be allowed to proceed to the next year of that program. If that student has satisfied the progression standards of both individual programs, the student may continue in either program and may petition the School or Faculty whose program was not selected for permission to complete that program at later date. A student who is required to withdraw from the combined program, and wishes to pursue either or both of the individual programs, must complete all the degree requirements of the individual program or programs in order to graduate from that program or those programs.

Dean's Honour List
At the Ivey Business School, students are considered for the Dean's Honour List during their first year of HBA. Students enrolled in Years Five and Six of the combined degree program are considered for the Dean's Honour List in Year Six only. Only grades obtained in 4000-level Business courses will be used in calculating averages for the purpose of determination of Dean's Honour List standing. The Dean's Honour List for HBA2 typically includes the top 25% of all of HBA2 and is determined by vote of the teaching faculty. Courses taken outside the Business School are excluded. Calculations for Ivey Scholar and Gold Medals are completed in the same way.

A student who takes Law courses totaling at least 12 credit hours in each of Years Five and Six of the combined program is considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses.

Graduation with Distinction
Eligibility to graduate "with distinction" for each degree is determined by each Faculty.

Gold Medal
Students in the combined program are eligible to be considered for the Gold Medal in either or both degree programs, along with other eligible graduating students in those programs, as determined by the requirements in the Faculty of Law or the Ivey Business School.

Fees
Students pay the prevailing fees as determined by the University policy on combined programs. Contact the Office of the Registrar for details.

JD/MBA COMBINED PROGRAM

Structure
Students are registered in the combined JD/MBA program for all three years. Upon completion of the combined program, students will receive both a JD and an MBA degree. Below is a brief outline of the program by year. The specifics may change as courses change in each faculty.

Year	Months	Program Structure
One	March - August (to Labour Day)	MBA Modules 1, 2 (with MBA 2015-2016 class)
	September - April	Law 1

Two	September - December	Law and MBA
	January - April	Law and MBA
Three	September - December	Law and MBA
	January - April	Law and MBA
	June	Law Convocation MBA Convocation

JD/MBA combined program students must successfully complete:

- MBA core courses (Modules 1, 2, ICP/INVP), 6 MBA electives (weight of 0.75 each), totaling 14.50 credits.
- 1 independent research credit from MBA (0.75 weight) or Law.
- The compulsory elements of Western Law's regular JD program, including the Faculty writing requirement.
- Additional upper year Law courses totaling at least 33 credit hours.

ICP = Ivey Consulting Project course
INVP = New Venture Project course

Students' choices of elective courses are subject to the approval of the Program Directors who must review proposed elective course selections to ensure that the objectives of the program are met. The elective courses may not include introductory courses of a dual law and business nature.

Visit the Faculty of Law website for further details on the JD/MBA combined program.

Exchange Programs
Students enrolled in the combined program may be eligible for a Law exchange in Year Three. Students must ensure that their course load is appropriately balanced before permission will be given to participate in an exchange program.

Progression Standards
Students in the combined program must meet the regular progression requirements of the JD and MBA programs.

Failure to Meet Progression Standards
A student who fails to meet the progression standards must withdraw from the combined program. However, a student who has met the progression standards of either the MBA or JD program will be allowed to proceed in that program, and must

complete all the degree requirements of the individual program in order to graduate from that program.

Dean's Honour List
Students are considered for the Dean's Honour List at the Faculty of Law during their first year of Law. In subsequent years of the combined program, students who take Law courses totaling at least 12 credit hours in any year are considered for the Dean's Honour List at the Faculty of Law in that year on the basis of those courses. Students are considered for the Dean's Honour List at the Ivey Business School after completion of the MBA component of the combined JD/MBA program.

Graduation with Distinction
Eligibility is determined by the regulations in effect in the Faculty of Law and the Ivey Business School respectively.

Stephen Watchorn Memorial Medal
Students in the combined program are eligible for the Stephen Watchorn Memorial Medal, and are not eligible for the Gold Medal in the Faculty of Law or the Ivey Business School.

Fees
Tuition fees for the combined programs are set by the University. Contact the Office of the Registrar for details.

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Last Reviewed: April 25, 2025

ITEM 14.2(c)(xi) – Revisions to the Policy on "Progression Requirements – MD Program"

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At its meeting on April 25, 2025, Senate approved that effective September 1, 2025, policies on "Requests for Relief from Academic Decisions" and "Senate Review Board Academic Appeals" be introduced and that the policies on "Undergraduate Student Academic Appeals" and "Graduate Student Academic Appeals" be rescinded.

Effective September 1, 2025, the policy on "Progression Requirements – MD Program" will be revised to remove references to the former policies and correctly reference the new policies.

ATTACHMENT(S):

Revisions to the Policy on "Progression Requirements – MD Program"

	Progression Requirements – MD Program

Policy Category: Registration, Progression, Graduation

Subject: Progression Requirements – MD Program

Subsections: Doctor of Medicine (MD) Program, Program Requirements and Progression, Curriculum overview, Program Regulations, Assessment, Progression

Approving Authority: Senate

Responsible Committee: Senate Committee on Academic Policy

Related Procedures: *

Officer(s) Responsible for Procedure: *

Related Policies: *

Effective Date: September 1, 2025 ~~September 1, 2023~~

Supersedes: September 1, 2023; September 1, 2019

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Doctor of Medicine (MD) Program - Schulich School of Medicine & Dentistry

PROGRAM REQUIREMENTS & PROGRESSION

The Doctor of Medicine (MD) Program in the Schulich School of Medicine & Dentistry is a four-year program. The program is divided into integrated years of learning offering curriculum from large and small group, laboratory, simulated, team and experiential work placed learning.

Year One and Year Two courses involve case-based learning in teams; laboratory experiences in basic and clinical sciences; small group learning; simulation learning; individual independent study; interactive large group learning including team-based learning; lectures; project-based experiential learning and supervised clinical learning experiences. The curriculum is designed to provide foundational learning in the basic and clinical sciences for application in Year 3 and 4 clinical
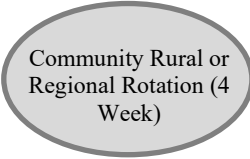
educational experiences. Students are required to complete all course requirements offered including semester-long integrated courses and longitudinal year-long courses.

Year Three is a 52-week single course *Clerkship* completed as an integrated clerkship where learners serve as active members of clinical care teams in the following medical disciplines: Family Medicine, Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry, Anesthesia, Emergency Medicine and Surgery. Within these disciplines there are additional elective learning options. Students learn from and work under the direct supervision of faculty and postgraduate resident physicians. Year 3 students are given graded responsibility in assessment, diagnosis, investigation and management of patient care in acute and chronic care settings, both inpatient and ambulatory, within health care facilities at associated clinical affiliates (hospitals, clinics, physician offices) in London, Windsor and across the distributed education network. Students are assessed in a competency-based process requiring satisfactory achievement of Medical Expert and Professional competencies and no concerns identified in the progression of achievement for the other five core graduation competencies – Communicator, Collaborator, Scholar, Advocate and Leader. Each student learning experience is unique, but each is required to meet rotation and course objectives. Each student in Year Three must complete a *Community rural or regional* rotation for a minimum of four weeks in the distributed education Southwestern Ontario region.

Year Four is divided into two single term courses consolidating prior learning. Term One *Clinical Electives* (16 weeks) consists of eight 2-week blocks of primarily clinical educational experiences selected by the student in any area of medicine in line with the expectations for diversification of elective experiences. Students may complete research-based experiences with appropriate notice. Clinical Electives may be completed at the Schulich School of Medicine & Dentistry, other Canadian medical schools, or in carefully selected international medical schools. Year Four Term Two, *Transition to MD* (16 weeks) is a mix of independent, small and large group learning ensuring that the knowledge, attitudes, and skills that underpin the required clinical-decision making and problem solving skills for transition to postgraduate medicine education have been achieved.

CURRICULUM OVERVIEW

Year One Courses	Year Two Courses
Foundations of Medicine	Principles of Medicine II
Principles of Medicine I	Transition to Clerkship
Clinical Skills (Medicine 5139)	Clinical Skills (Medicine 5246)
Professionalism, Career & Wellness	
Experiential Learning	
Year Three Course	
Clerkship (Medicine 5475)	

Rotation: Family Medicine Core (4 Weeks)	Rotation: Medicine (8 Weeks)
Rotation: Obstetrics & Gynaecology (6 Weeks)	Community Rural or Regional Rotation (4 Week) · Rotation: Paediatrics (6 Weeks)
Rotation: Psychiatry (6 Weeks)	Rotation: Surgery (8 Weeks)
Rotation: Family Medicine Plus (4 weeks)	Rotation: Acute Care (EM & Anesthesia) 4 weeks

Year Four Courses	
Clinical Electives (Medicine 5401)	Transition to MD (Medicine 5402)

PROGRAM REGULATIONS

Attendance

It is expected that students will attend all scheduled educational experiences.

Attendance is mandatory for sessions as defined in the course syllabus and all clinical learning. Mandatory attendance is required for: all Small Group Learning; Interactive Large Group/Consolidation Learning; Simulation; Clinical learning; Laboratory sessions; project learning, assessments and other sessions as defined in the course syllabus. At the discretion of the Vice Dean or course faculty lead, certain sessions (i.e., collaborative interfaculty learning) may be identified as mandatory. Failure to attend mandatory sessions without prior approval will result in remediation of incomplete learning objectives and assessments. Recurrent

failure to attend mandatory learning will be reviewed as a Professionalism breach and will be addressed under MD Program processes and considered as part of progression. Attendance in all clinical and non-clinical learning in Year 3 *Clerkship* and in Year 4 *Clinical Electives* is mandatory. Failure to attend scheduled clinical learning in any year will result in remediation of and/or a grade of "Fail" on a rotation, elective or course. The student attendance policy can be found on the MD Program web page.

Professionalism

The MD Program is a professional degree program. The expectations for personal professional behaviour, outlined in the *Statement on Professionalism* and other School documents, relate to all required curricular learning and any interaction with peers, faculty, staff, patients, families and community. Any breach will be addressed under the *Assessment and Appeals Policy* and the *Statement on Professionalism* and may result in a grade of Fail, remediation or dismissal.

Immunization

On Admission and for annual clearance, students are required to provide immunization documentation as it relates to [COFM Immunization and Screening and Blood Borne Viruses policies](#) and the Schulich Medicine & Dentistry policy on Blood Borne Viruses.

The COFM policy applies to all medical learners (undergraduate medical students and postgraduate residents and fellows) attending an Ontario medical school and performing clinical learning activities in Ontario. Undergraduate medical learners who do not comply with the immunization and health prevention policies may be excluded or suspended from all clinical learning or have the offer of admission rescinded in the interest of patient safety. Medical learners undertaking international clinical learning will require additional assessment, and potentially prophylaxis and immunization against infectious diseases specific to that learning environment. The MD Program, School and Western University International have processes that support safe learning outside Canada and explicit timelines to follow for pre-departure preparation and disease prevention.

Additional immunization may be required by other Canadian clinical sites; the MD Program, School or by provincial mandate in response to a health care outbreak for students in clinical learning during their study in the Program.

Police Checks

Students enrolled in the MD Program are engaged in many areas of patient care, including vulnerable sectors (i.e., infants, children, adolescents, special needs adults, seniors, and patients with mental health conditions) during their learning. To fulfill legal obligations that support patient safety, students will be required to

submit their police record checks and vulnerable sector checks upon admission to the Program prior to beginning Year 1 studies and at the beginning of Year 3 and Year 4. These must be completed independently by the learner and submitted to the Learner Experience Office. Students are not permitted to commence their studies in Year 1, Year 3 and Year 4 if they do not submit or update required documentation of a clean police and vulnerable sector check. Students must consult the Admissions Office (for Year 1) and the Learner Experience Office (Years 2,3,4) about processes to follow in the event of a failed check. The Statement on Police Checks for Undergraduate Medical Students is found on the MD program website.

Time Limitation for Completion of the MD Program

The Doctor of Medicine (MD) Program is a full-time, four-year professional academic program. Students on request to the Vice Dean Undergraduate Medical Education may be granted a leave of absence while enrolled in Program studies. The MD program must be completed within six years of the original date of enrolment.

Under no circumstances may (a) a student withdraw and re-enter Program studies or (b) exceed the maximum program length of six years. A student who fails to complete the program in six years, for any reason, must withdraw from the MD Program.

Students enrolled in dual degree programs such as the combined MD-PhD program or MD-MPH (or similar tracks) will require additional years to complete their degrees. It is expected that the maximum time for completion of each dual degree will be adhered to as outlined in the Program syllabus. Failure to comply will result in either withdrawal of enrolment from the dual degree track (without completion of the parallel degree) and/or the MD Program studies.

ASSESSMENT

The principal function of student assessment in the MD Program is to provide feedback to support students learning and achievement of competence. All assessment activities are aligned with MD Program graduation competencies and the key competencies at defined stages (i.e. years) to ensure achievement before entering postgraduate medical education.

For the purpose of reporting, and consistent with all English-language Canadian medical school practices, the MD Program standard for progression is a Pass/Fail grade for each course. Percentage grades may be used in specific assessments to provide learner feedback on the achievement of knowledge, skills, attitudes and progress. Student professionalism throughout all aspects of the curriculum will constitute an essential assessment outcome in each course of the MD Program (see Professionalism above).

Assessment throughout the Program curriculum will involve:

1. *Formative Assessment For Learning:* These assessments are designed to monitor student learning, to provide ongoing feedback to students for students to improve learning. This feedback will enable students to identity their strengths and gaps/opportunities and target areas that need attention. Instructors will utilize feedback from formative assessments to recognize where students are struggling and to pre-emptively support student academic success. The assessments may take the form of verbal or written feedback; individual and group assignments; readiness assessments or written and oral examinations.

2. *Summative Assessment of Learning:* Summative assessment in each course must be successfully passed for the student to progress to the next level of MD Program study. For these assessments, students may receive a numerical grade, which is a component of the overall course grade reported on the academic transcript as Pass/Fail.

3. *Assessment of Competence:* Students will be assessed on their trajectory towards achievement of "entrustability with indirect supervision" on the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs) which are tasks of a generalist physician required for graduation. Student professionalism will be assessed throughout the MD Program (see Professionalism above).

During Year 1 and Year 2

1. Formative Assessment for Learning occurs via group participation; written readiness assessments; reflection; written or oral presentations; peer or other health learner group assessment; individual clinical patient care assessments; coaching; professionalism mentoring and feedback; simulation assessments, laboratory assessments and progress tests.
2. Summative Assessment of Learning occurs in each course and requires satisfactory completion of all course requirements as outlined in the course syllabus and passing the end-of-course examination.
3. Assessment of Competence: Students are introduced to EPAs during Clinical Skills and Experiential Learning with expectations relevant to the early stage of training.

During Year 3

1. Formative Assessment for Learning occurs daily within the *Clerkship* course as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences. Assessments may include observed history

and physicals, group participation; reflection; written or oral presentations; peer or other multisource feedback; individual clinical patient care assessments; coaching.

2. Summative Assessment of Learning requires satisfactory achievement on all requirements and occurs at defined points in each Rotation as outlined in the relevant section of the *Clerkship* syllabus to Pass Clerkship.

3. Assessment of Competence is integral in *Clerkship* with assessments in clinical care responsibilities demonstrating a satisfactory developmental trajectory towards achievement of the twelve EPAs. Students are responsible for working with faculty and resident supervisors to obtain assessments throughout their learning activities that demonstrate satisfactory achievement by the completion of Year 3. The Objective Structured Clinical Examination (OSCE) assesses students' mastery of the overall objectives of MD Program knowledge, clinical skills, professional conduct and clinical reasoning using simulated clinical settings and must be passed as a requirement for graduation.

During Year 4

1. Formative Assessment for Learning occurs within a) *Clinical Electives* as the medical student interacts with patients, families, faculty educators, preceptors, residents and other health professionals in the clinical learning experiences and b) *Transition to MD* through small group participation, participation in and completion of course requirements, oral and written presentations and peer assessment.

2. Summative Assessment of Learning in a) *Clinical Electives* requires satisfactory performance in all 8 elective rotations, including attendance and Professional behaviours. and b) *Transition to MD* through completion of required learning modules; small group participation, assignments and a clinical selective as outlined in the syllabus.

3. Assessment of Competence occurs in *Clinical Electives* and *Transition to MD electives* (where appropriate) with assessments in clinical care demonstrating satisfactory achievement of EPAs. Students are responsible for ensuring they have sufficient assessments that demonstrate satisfactory achievement of the graduation curricular competencies.

PROGRESSION

<u>Satisfactory Progression</u>

To satisfactorily complete each year, and to progress to the next year or to graduation, a student must meet the following requirements:

1. For Year 1 and 2, students must satisfactorily complete all formative assessments and pass all summative assessments in the year, as defined by the Course Chair(s) and outlined in each course syllabus. Students must demonstrate and maintain a level of Professionalism as defined by the *Statement on Professionalism*.

2. For Year 3, students must complete all formative assessments and pass each Rotation in *Clerkship* and successfully complete the OSCE. Students must demonstrate and maintain a level of Professionalism as defined by the *Statement on*.
   a. A student who receives a grade of Fail on the OSCE will be offered remediation and a reassessment.

3. For Year 4, successful completion of any required remediation for the OSCE is necessary to graduate from the Doctor of Medicine Program. Students must meet all other requirements for *Clinical Electives* and *Transition to MD*. Students must demonstrate and maintain a level of Professionalism as defined by the *Statement on Professionalism*.
   a. Failure on the OSCE remediation will require a student to undertake additional studies in the MD Program and graduation will be delayed.

4. For Graduation, students must meet the above requirements for all 4 years of the program. Each student must 1) have satisfactorily achieved the 23 MD Program Graduation Key Competencies that define the knowledge, skills and attitudes expected of graduating Canadian medical students, 2) demonstrate satisfactory achievement of the twelve Association of Faculties of Medicine of Canada (AFMC) Entrustable Professional Activities (EPAs), and 3) have demonstrated and maintained a level of Professionalism as defined by the *Statement on Professionalism*.

<u>Conditional Progression & Remediation or Probation</u>

A student who fails a course; a single rotation in the Clerkship; a Clinical Elective or does not meet the requirements for satisfactory completion as outlined in a course syllabus, may be provided with an opportunity for remediation at the discretion of the Competence Committee in consultation with the course committee and faculty lead. A remediation plan will be required. Remediation of a course, a single rotation in the Clerkship or an elective may only be provided once. A student who does not successfully pass remediation may be required to undergo probation or may be required to withdraw from the program. This may result in repeating a year of the MD Program.

Remediation and or probation plans will be developed for identified gaps and deficiencies in the domains of competence on an individualized basis following a standard process. This includes assignment of a remediation supervisor (assessor) and a mentor (no role in assessment). Remediation and/or probation is monitored by the Competence Committee.

Requirement to Withdraw

A student who has not met the requirements listed for "Satisfactory Progression" above or was not successful in demonstrating sufficient achievement and progression after appropriate remediation and/or probation shall be required to withdraw from the medical program for any of the following reasons:

i.   The student has not met the conditions listed under "Conditional Progression" and, therefore, is not eligible for supplemental assessment.

ii. The student has met the conditions listed under "Conditional Progression" but permission for supplemental assessment is not granted by the Competence Committee.

iii. The student fails a supplemental assessment granted under "Conditional Progression".

iv. The student is offered and completes a repeat year of supplementary learning and is not successful in progression.

v.   The student that has met the requirements under "Satisfactory Progression" may be required to withdraw under the University penalties for Scholastic Offenses or violation of the Western University Code of Student Conduct.

vi. The student has met the requirements under "Satisfactory Progression" but has demonstrated unprofessional or unethical behavior as defined by the *Statement on Professionalism* or the Policies of the College of Physicians and Surgeons of Ontario and the Canadian Medical Association Code of Ethics & Professionalism.

vii. The student has not met the requirements for Immunization and/or Police Record Check/Vulnerable Sector Screening resulting in suspension of clinical privileges and failure to complete academic requirements.

viii. The student has failed to remit tuition or student fees and has been sent to collection, resulting in the suspension of clinical privileges and failure to complete academic requirements.

ix. The student has met the requirements under "Satisfactory Progression" but has not adhered to the "Program Regulations" identified in this document, including (but not limited to) professional conduct.

Appeals

Students wishing to appeal a decision of the Schulich School of Medicine & Dentistry should refer to the *Assessment and Appeals Statement* which is aligned with the Senate ==policy on *Requests for Relief from Academic Decisions* and the *Procedure for Undergraduate Student Academic Requests for Relief*== ~~*Policy on Academic Rights and Responsibilities*~~.

Grading Scales

The criteria for receiving a "Pass" grade will be clearly outlined at the start of each course in the syllabus. The key to this grading scheme is as follows:

PASS –Satisfactory completion of all requirements including formative assessments and a minimum of 70% on summative assessments as outlined in the course syllabus.

CR – Credit

FAIL –Did not meet the minimal acceptable standards and requirements for a specific course including a minimum of 70% on summative assessments as outlined in the course syllabus.

INC – Incomplete

IPR – Course in Progress

Definitions

Competence Committee – A committee made up of faculty members of Schulich Medicine & Dentistry representing various disciplines that reviews each student's progress. This committee will reference all relevant academic work when reviewing each student's progress. This committee meets at regular intervals throughout the 4-year curriculum. This committee determines progression of the student and makes recommendations regarding student progression and graduation to Vice Dean, Undergraduate Medical Education.

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 Last Reviewed:

ITEM 14.3(a) – Ivey Business School: Renaming of and Revisions to the Certificate in Purpose-Driven Leadership

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the "Certificate in Purpose-Driven Leadership" offered by the Ivey Business School be renamed as the "Certificate in Purpose-Driven and Character Leadership" and that the Certificate be revised as shown in Item 14.3(a).

EXECUTIVE SUMMARY:

The Ivey Business School proposes to change the name of the "Certificate in Purpose-Driven Leadership" to the "Certificate in Purpose-Driven and Character Leadership".

When this Certificate was first envisioned over three years ago, the title "Purpose-Driven Leadership" resonated because the word "Purpose" captured the aspiration of leaders across professions and faculties to make a meaningful impact on their teams, organizations, communities, and society at large. Now, with the academic content of the Certificate fully developed, character leadership is clearly a foundational pillar of the Certificate. Adding the word "Character" to the Certificate title offers a richer, more accurate reflection of the Certificate's learning goals.

Reasons to add the word "Character" to the Certificate are:

1. Character development is a core foundation of the Certificate and is part of the three required courses offered by the Ivey Business School (Business Administration 4500A/B, Business Administration 4677A/B, Business Administration 4773A/B). Thus, adding "Character Leadership" helps to more precisely describe the content of the Certificate to students from Western and the Affiliated University Colleges.

2. Having both "Purpose-Driven" and Character Leadership" in the title helps to differentiate the Certificate from other academic and non-academic certificates offered at Western and the Affiliated University Colleges.

3. Ivey's Ihnatowycz Institute for Leadership has a unique expertise in character leadership, among Canadian Universities. Thus, this Certificate is not only believed to be the first one in Canada focusing on Purpose-driven Leadership, but also the first one focusing on Character Leadership. Thus, adding "Character Leadership" to the name of the Certificate enhances the differentiation of this program among other Canadian Universities.

One revision is made within the Certificate requirements to correct the course suffix for Engineering Leadership and Innovation 4100F/G.

There are no changes to the program-level learning outcomes.

Since this program is starting in Fall 2025, there are no current students registered in the program. No student has had the Certificate be awarded to them yet, thus, the name change would begin to appear on academic records only when the first cohort of students complete the Certificate.

In addition, the name change will provide more clarity and precision in the future to students considering applying to this program.

ATTACHMENT(S):

Revised Calendar Copy – Certificate in Purpose-Driven Leadership

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=21727

CERTIFICATE IN PURPOSE-DRIVEN ==AND CHARACTER== LEADERSHIP

Students will acquire a developed knowledge and critical understanding of interdisciplinary concepts and skills in leadership, in addition to a focus on character development and the activation of personal and professional purpose. Students will leave this Certificate program with foundational leadership competencies, a grounding in and awareness of the scholarship on leader character and how to develop character within themselves, and an articulated purpose they can put into action in service of their teams, organizations, communities, and society at large.

Admission Requirements

The Certificate is open to all Western University and Affiliated University College students. To be eligible for admission, students must complete their first-year requirements with a minimum average of 70%. In addition, students must complete the application form on the Ian O. Ihnatowycz Institute for Leadership website (www.ivey.ca/leadership). Leadership experience is not required to apply. Student leaders and equity-deserving students are encouraged to apply. Admission is not guaranteed; enrolment in the Certificate is limited.

Note: Students pursuing an undergraduate degree at the Ivey Business School are not eligible to apply to the Certificate.

Module/Program Information

To complete the Certificate in Purpose-Driven ==and Character== Leadership, students must complete the following 3.0 courses with a minimum average of at least 70%, with no grade below 60%.

3.0 courses:

1.5 courses: Business Administration 4500A/B, Business Administration 4677A/B, Business Administration 4773A/B.
1.5 courses from: Centre for Global Studies 3514F/G, Centre for Global Studies 3529F/G, Engineering Leadership and Innovation 4100==F/G==~~A/B~~, English 2018A/B, English 2019A/B, Global Great Books 3300F/G, Governance, Leadership and Ethics 2001F/G, Governance, Leadership and Ethics 2002F/G, Governance, Leadership and Ethics 2003F/G, Governance, Leadership and Ethics 2005F/G, Governance, Leadership and Ethics 2010F/G, Governance, Leadership and Ethics 3001F/G, Governance, Leadership and Ethics 3002F/G, Governance, Leadership and Ethics 3003F/G, Governance, Leadership and Ethics 3007F/G, Governance, Leadership and Ethics 4001E, Governance, Leadership and Ethics 4010F/G, Governance, Leadership and Ethics 4011F/G, Health Sciences 4490A/B, History 2712F/G, History 3226F/G, Human Ecology 3349A/B, Integrated Science 4001Y, Kinesiology 2298A/B, Kinesiology 2991A/B, Kinesiology 3335, Kinesiology 3398F/G, Kinesiology 3510F/G, Leadership Studies 2210F/G, Leadership Studies 2233A/B, Leadership Studies 2330A/B, Leadership

Studies 3330F/G, Leadership Studies 3331F/G, Leadership Studies 3333A/B, Leadership Studies 4330A/B, Leadership Studies 4333A/B, Management and Organizational Studies 2155A/B, Management and Organizational Studies 2181A/B, Management and Organizational Studies 2182F/G, Management and Organizational Studies 2185A/B, Management and Organizational Studies 3280F/G, Management and Organizational Studies 3350A/B, Management and Organizational Studies 3351F/G, Management and Organizational Studies 3388A/B, Management and Organizational Studies 3396A/B, Management and Organizational Studies 4469A/B, Management and Organizational Studies 4479A/B, Management and Organizational Studies 4481F/G, Management and Organizational Studies 4485F/G, Management and Organizational Studies 4499A/B/Y, Nursing 4440A/B, Philosophy 2700F/G, Philosophy 2720F/G, Political Science 2292F/G, Political Science 3320E, Political Science 4216F/G, Psychology 2035A/B, Psychology 2061A/B, Psychology 2660A/B, Religious Studies 2288E, Science 3377A/B, Social Justice and Peace Studies 3320E, Sociology 2107A/B, Sociology 2166A/B, Sociology 2190F/G, Sociology 3314F/G, Sociology 3335A/B, Sociology 3350F/G, Sociology 4420F/G, Sociology 4422F/G, Sociology 4466F/G.

Some courses may have prerequisites required for admission; students are advised to check course prerequisites carefully.

ITEM 14.3(b) – Faculties of Arts and Humanities and Social Science, Department of Gender, Sexuality, and Women's Studies: Introduction of a Subject Area in Black Studies

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, a subject area in "Black Studies" be introduced by the Department of Gender, Sexuality, and Women's Studies in the Faculties of Arts and Humanities and Social Science; and

That the subject area in "Black Studies" be included in Category A and Category B for Breadth Requirements for Graduation, as shown in Item 14.3(b).

EXECUTIVE SUMMARY:

Over the past several years, the Department of Gender, Sexuality, and Women's Studies has introduced two new modules in Black Studies: a Major and a Minor. At that time, the need and usefulness of a separate subject area for Black Studies were not obvious. "Black Studies" courses are currently offered under the Gender, Sexuality, and Women's Studies subject area.

Recent experience and reviews of the program have made clear that having a subject area in Black Studies would benefit the program. Most of all, the subject area will help draw attention to the program and its course offerings among students, who will no longer need to search for courses among courses offered under the Gender, Sexuality, and Women's Studies subject area. The subject area will also facilitate a clear and rationalized number scheme that will allow students to understand and navigate the modular requirements with ease.

It is proposed that the Black Studies subject area be included in both Category A and B for Breadth Requirements for Graduation, as is the case for the Gender, Sexuality, and Women's Studies subject area.

Following Senate approval of the subject area, proposals will be submitted to the Subcommittee on Undergraduate Academic Courses (SOC) to withdraw Gender, Sexuality, and Women's Studies "Black Studies" courses and re-introduce them under the new Black Studies Subject Area.

Note: The Subject Code to be used in the Academic Calendar will be BLST.

ATTACHMENT(S):

Revised Calendar Copy – Breadth Requirements for Graduation (contained in the policy on "Registration and Progression in Three-Year, Four-Year and Honours Programs")

REVISED CALENDAR COPY
https://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/registration_progression.pdf

REGISTRATION AND PROGRESSION IN THREE-YEAR, FOUR-YEAR AND HONOURS PROGRAMS

The first part of the policy is unchanged

Breadth Requirements for Graduation

At least 1.0 course must be chosen from **each of the three categories** (A, B, and C) shown below. Any outstanding breadth requirement not completed in first year must be completed prior to graduation. Note: Not all subjects listed below offer first-year courses.

CATEGORY A

Social Science

Anthropology, Black Studies, Economics, [Gender, Sexuality, and Women's Studies], Geography, History, Indigenous Studies, International Relations, Jewish Studies, Leadership Studies, Management and Organizational Studies, Political Science, Psychology, Sociology

Interdisciplinary and Multidisciplinary

American Studies, Analytics and Decision Sciences, Animal Ethics and Sustainability Leadership, Canadian Studies, Childhood and Youth Studies, Creative Arts, Dance, Disability Studies, Education, Family Studies and Human Development, Global Studies, [Governance, Leadership, and Ethics], Health Sciences, Human Rights Studies, Information and Media Studies, Interdisciplinary Studies, Kinesiology, Linguistics, Media and the Public Interest, Media and Communication Studies, Nursing, Rehabilitation Sciences, [Politics, Philosophy and Economics], Social Justice and Peace Studies, Social Science, Transitional Justice

Various

Business Administration, Digital Communication, Foods and Nutrition, Human Ecology, Law, Music, Social Work, Thanatology

CATEGORY B

Arts and Humanities

Art History, Arts and Humanities, Black Studies, Classical Studies, Comparative Literature and Culture, Creative Arts, Digital Humanities, East Asia Studies, English, Film Studies, French Studies, [Gender, Sexuality, and Women's Studies], Global Great Books, Intercultural Communications, Islamic Studies, Italian Studies, Linguistics, Medieval Studies, Museum and Curatorial Studies, Philosophy, Religious Studies, School for Advanced Studies in Arts and Humanities, Speech, Studio Art,

The New Liberal Arts, Theatre Studies, Theological Studies, Visual Arts History, Visual Arts Studio, World Literatures and Cultures, Writing

Languages

American Sign Language, Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Persian, Polish, Portuguese, Russian, Spanish

CATEGORY C

Engineering

Artificial Intelligence Systems Engineering, Biomedical Engineering, Chemical and Biochemical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Engineering Leadership and Innovation, Engineering Science, Green Process Engineering, Integrated Engineering, Mechanical and Materials Engineering, Mechatronic Systems Engineering, Software Engineering

Medical Science

Anatomy and Cell Biology, Biochemistry, Biostatistics, Chemical Biology, Epidemiology, Epidemiology and Biostatistics, Medical Bioinformatics, Medical Biophysics, Medical Sciences, Microbiology and Immunology, Neuroscience, One Health, Pathology, Pharmacology, Physiology, Physiology and Pharmacology

Science

Actuarial Science, Applied Mathematics, Astronomy, Biology, Calculus, Chemistry, Computer Science, Data Science, Differential Equations, Earth Sciences, Environmental Science, History of Science, Integrated Science, Linear Algebra, Materials Science, Mathematics, Numerical and Mathematical Methods, Physics, Planetary Science, Science, Statistical Sciences

Various

Communication Sciences and Disorders, Financial Modelling

The remainder of the policy is unchanged.

ITEM 14.3(c) – Faculty of Arts and Humanities, Department of Languages and Cultures: Renaming of and Revisions to the Minor and Certificate in German

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Minor and Certificate in German, offered by the Department of Languages and Cultures in the Faculty of Arts and Humanities, be renamed as the Minor and Certificate in German Studies; and

That students currently enrolled in the module/certificate be permitted to graduate with the old module/certificate name upon request to the Office of the Registrar; and

That effective September 1, 2025, the module/certificate requirements be revised as shown in Item 14.3(c).

EXECUTIVE SUMMARY:

The existing Minor in German focused primarily on language competency and German literature and culture courses. The revised Minor in German Studies will combine practical German language skills with advanced knowledge of German-speaking cultures and intercultural competencies. Similarly, the existing Certificate in German focused primarily on language competency. The revised Certificate in German Studies will combine practical German language skills with knowledge of German-speaking cultures and intercultural competencies.

The revised Minor and Certificate in German Studies will include courses from Intercultural Communications and courses with German subject matter offered in the Faculties of Arts and Humanities, Social Science, and Music.

Many academic institutions are shifting toward interdisciplinary and skills-based education models. The revised Minor and Certificate continue to incorporate German language skills to at least the intermediate level (B1 level of the European Framework of Reference for Languages). Additionally, the curriculum blends German language learning with interdisciplinary cultural insights and thus fosters a deeper understanding of the German-speaking world. The Minor/Certificate allow students not only to master language but also to grasp and analyze cultural nuances, social norms, and historical contexts, enhancing their overall language proficiency and cultivate strong critical thinking skills. The innovative program responds to the evolving needs of students and the global workforce.

The primary reasons to modify the Minor and Certificate in German to combine practical German language skills with cultural knowledge and intercultural competencies are the following:

1. Real-world applicability: The proposed revisions to the Minor and Certificate in German align with the growing demand for professionals who can navigate multilingual, globalized, multicultural environments. Developing intercultural skills alongside language proficiency in German prepares students for careers in international business, diplomacy, education, and tourism, where cultural competency is essential.

2. Holistic learning experience: A curriculum that blends German language learning with interdisciplinary cultural insights fosters a deeper understanding of the German-speaking world. It allows students not only to master the language but also to grasp cultural nuances, social norms, and historical contexts, enhancing their overall language proficiency and critical thinking.

3. Increased student engagement and retention: Integrating multidisciplinary cultural perspectives and intercultural elements into the German language curriculum creates a more dynamic and engaging learning experience. Students are more likely to stay motivated when they can relate the language to real-world contexts, whether through art, film, literature, history, media, or cultural interactions.

4. Global competency development: A broader program that includes intercultural communication skills ensures students are equipped to work across cultural boundaries. This is particularly valuable in today's interconnected world, where the ability to navigate cultural differences can lead to more effective communication and collaboration in diverse settings.

5. Alignment with broader educational trends: Many academic institutions are shifting toward interdisciplinary and skills-based education models. A program that incorporates German language, culture, and intercultural communication competencies positions the Department of Languages and Cultures, the Faculty of Arts and Humanities, and Western as innovative and responsive to the evolving needs of students and the global workforce.

The revised program-level learning outcomes are attached.

ATTACHMENT(S):

Revised Calendar Copy – Minor in German

Revised Calendar Copy – Certificate in German

Revisions to the Program-Level Learning Outcomes

<u>REVISED CALENDAR COPY</u>
<u>https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20968</u>

MINOR IN GERMAN STUDIES (formerly the MINOR IN GERMAN ~~LANGUAGE AND CULTURE~~)

Admission Requirements

Completion of first-year requirements, including ~~1.0 course from~~ German 1030 with a mark of at least 60%. Students with Grade 12U German will begin the module with German 2200.

Module
4.0 courses:

1.0 course: German 2200.
~~1.0 course: German 3305.~~
1.0 course from Intercultural Communications 2100 and above.
2.0 courses from: German 2100 and above, Art History 2620F/G, Film Studies 3335F/G, History 2147A/B, Music 2942A/B/Y, Philosophy 2065F/G.

Notes:

- Students may also select from relevant courses from Film Studies, History, Music, Philosophy, and Visual Arts. Consult the Undergraduate Chair in the Department of Languages and Cultures for more information.
- Consult the department for study abroad or exchange possibilities in German speaking countries.

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20983

CERTIFICATE IN GERMAN STUDIES (formerly CERTIFICATE IN ~~PRACTICAL~~ GERMAN)

Open to all students in the University, the Certificate aims to develop practical language skills in German as well as knowledge of German-speaking cultures and intercultural competencies. Any undergraduate student may apply for admission, subject to prerequisites.

Admission Requirements

Completion of first-year requirements, including ~~1.0 course from~~ German 1030 with a mark of at least 60%. Students with Grade 12 U German will begin the certificate with German 2200. A student may not pursue both a Certificate in ~~Practical~~ German Studies and the Minor in German Studies ~~a German module (Minor or Major)~~.

Certificate Program

1.0 course: German 2200.
~~1.0 course: German 3305.~~
1.0 course from: Intercultural Communications 2100 and above.
1.0 course from: German 2100 and above, Art History 2620F/G, Film Studies 3335F/G, History 2147A/B, Music 2942A/B/Y, Philosophy 2065F/G.

Notes:

- Students may also select from relevant courses from Film Studies, History, Music, Philosophy, and Visual Arts. Consult the Undergraduate Chair in the Department of Languages and Cultures for more information.
- Consult the department for study abroad or exchange possibilities in German speaking countries.

Progression Requirements

To progress and complete the program, students must achieve and maintain a minimum average of 70% in the required courses. ~~If a course in the Certificate program is waived by the department on the basis of existing language proficiency, other German courses will have to be taken so that the total number of course credits is 3.0.~~

Revisions to the Program-Level Learning Outcomes

<u>Revised Learning Outcomes for the Minor in German Studies</u>

- **Advanced Intermediate Proficiency in Speaking and Writing**: Students will achieve advanced intermediate proficiency in spoken and written German, enabling them to engage in conversations on a variety of topics, express more nuanced opinions, and write organized, more complex texts with accurate grammar and vocabulary.

- **Understanding of German Grammar and Syntax**: Students will demonstrate an advanced intermediate understanding of German grammatical structures, including complex sentence constructions, subjunctive and conditional forms, and advanced syntax, allowing them to communicate with precision and flexibility.

- **Advanced Intermediate Listening and Comprehension Skills**: Students will develop the ability to understand spoken German in a range of contexts, including media, lectures, and discussions, with the capacity to grasp both explicit and implied meanings, even in more fast-paced or complex dialogues.

- **Cultural Awareness and Contextual Language Use**: Learners will gain a comprehensive understanding of the cultural, historical, and social contexts in which the German language is used, including the ability to recognize and appropriately navigate regional dialects, idiomatic expressions, and cultural norms in diverse settings.

- **Advanced Intermediate to Analytical Skills in Reading and Interpretation**: Upon completion, students will be able to read and critically analyze a wide variety of texts in German, from literature to contemporary articles, identifying themes and cultural references while engaging deeply with the material.

- **Intercultural Communication and Understanding:** Students will develop the ability to communicate effectively in intercultural settings, understanding the role of language in shaping cultural identities, social norms, and communication practices. They will be able to adapt their language and behaviour to diverse cultural environments, whether in academic, professional, or casual interactions.

- **Critical Engagement with German-Speaking History, Philosophy, and Art:** Students will analyze key historical events, philosophical ideas, artistic achievements, and intellectual movements in the German-speaking world. They will explore how intellectual and cultural currents have shaped not only German culture but also broader global debates and artistic traditions.

- **Contemporary Issues and Globalization in German-Speaking Societies:** Students will critically engage with contemporary issues facing German-speaking countries, such as immigration, national identity, European politics, and globalization. They will examine how historical and cultural factors continue to shape

current social dynamics, media discourse, and public debates in Germany, Austria, Switzerland, Luxembourg, and Liechtenstein.

- **Synthesis of Interdisciplinary Perspectives**: Students will integrate insights from various disciplines—languages, history, philosophy, literature, and art history and music—within the framework of German studies. They will develop critical thinking skills to analyze complex ideas and cultural artifacts from multiple perspectives, understanding their historical, philosophical, and cultural significance in both German and global contexts.

Revised Learning Outcomes for the Certificate in German Studies

- **Intermediate Proficiency in Speaking and Listening**: Upon completion, learners will be able to engage in everyday conversations in German, demonstrating a solid understanding of common vocabulary, idiomatic expressions, and the ability to comprehend spoken German in various contexts, such as travel, work, and casual social interactions.

- **Reading and Writing Skills in German**: Students will be able to read and understand short texts in German (such as news articles, emails, and short stories) and produce clear, coherent written responses, demonstrating competence in sentence structure, grammar, and vocabulary.

- **Cultural Awareness and Contextual Use of the German Language**: Learners will gain an understanding of German-speaking cultures and their influence on language use, including regional dialects, social etiquette, and historical context, enabling them to use the language appropriately in various cultural settings.

- **Intercultural Competence and Analytical Thinking**: Students will develop the ability to analyze and interpret cultural artifacts—such as art, literature, philosophy—from German-speaking regions. They will also gain the skills to effectively communicate across cultural boundaries, applying principles of intercultural communication to navigate social, professional, and academic settings.

- **Critical Understanding of German-Speaking History and Thought**: Learners will gain a comprehensive understanding of key historical events, artistic achievements, intellectual movements, and philosophical debates that have shaped the German-speaking world. They will be able to connect these areas of study to broader global contexts and critically assess their impact on contemporary society and culture.

ITEM 14.3(d) – Faculty of Arts and Humanities, Department of Visual Arts: Renaming of and Revisions to the Honours Specialization in Art History and Museum Studies

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization in Art History and Museum Studies, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be renamed as the Honours Specialization in Art History and Museum and Curatorial Studies; and

That effective September 1, 2025, the module requirements be revised as shown in Item 14.3(d).

EXECUTIVE SUMMARY:

This proposal revises the name and module requirements for the Honours Specialization in Art History and Museum Studies. The updated name aligns with the Department's other modules and the courses offered under the subject area of Museum and Curatorial Studies. Proposed changes to the courses required for the module add flexibility for the benefit of both students and the Department. Additionally, reference to former courses that have not been offered for a period of five years are removed.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Art History and Museum Studies

REVISED CALENDAR COPY
https://www.westerncalendar.uwo.ca/Modules.cfm?ModuleID=20952

HONOURS SPECIALIZATION IN ART HISTORY AND MUSEUM AND CURATORIAL STUDIES

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses, including 1.0 course from either Art History 1640 or two of Art History 1641A/B, Art History 1642A/B, Art History 1644A/B, Art History 1646A/B or Art History 1648A/B, ~~or the former Visual Arts History 1040 or two of the former VAH 1041A/B, the former VAH 1042A/B, the former VAH 1043A/B, the former VAH 1044A/B or the former VAH 1045A/B,~~ with a minimum grade of 60% in each course.

Module
9.0 courses:

0.5 course: Art History 2600F/G.
2.0 additional courses in Art History at the 2600-level or above ~~or the former Visual Arts History at the 2200 level~~.
0.5 course: Museum and Curatorial Studies 2620A/B.
2.0 additional courses in Museum and Curatorial Studies at the 2600-level or above.
~~0.5 course from: Art History 2600F/G, Studio Art 2600F/G or the former VAH 2241F/G.~~
~~1.5 courses from: Museum and Curatorial Studies 2610F/G or the former VAH 2296F/G or the former VAH 3386F/G, Museum and Curatorial Studies 2620F/G or the former VAH 2292F/G, Museum and Curatorial Studies 3610F/G or the former VAH 3384F/G, Museum and Curatorial Studies 3620A/B/Y or the former VAH 3383A/B/Y or the former VAS 3383A/B/Y or Museum and Curatorial Studies 3660A/B/Y.~~
2.0 additional courses in Art History or Museum and Curatorial Studies at the 2600-level or above.
1.0 additional course~~s~~ in Art History~~,~~ or Museum and Curatorial Studies at the 3600-level or above ~~or the former Visual Arts History at the 3300 level~~.
~~0.5 course from: Museum and Curatorial Studies 3686F/G, Museum and Curatorial Studies 3689E, Museum and Curatorial Studies 4684A/B/Y, Art History 4682A/B or the former VAH 4496A/B/Y or the former VAS 4496A/B/Y, or the former VAH 4490A/B.~~
~~1.5~~ **1.0 additional** course~~s~~ in Art History or Museum and Curatorial Studies at the 4600-level ~~or the former Visual Arts History at the 4400 level~~.
~~2.0 additional course in Art History or Museum and Curatorial Studies at the 2600-level or the former Visual Arts History at the 2200-level or above.~~

Notes:
- A minimum of 1.0 Art History course ~~or the former Visual Arts History course~~ must be in the historical eras prior to 1800 or topics in non-Western Art.

- A maximum of 1.0 Art History or Museum and Curatorial Studies course at the 2600-level or 3600-level ~~or the former Visual Arts History course at the 3300-level~~ may be substituted with 1.0 ~~of~~ course from Indigenous Studies 2501F/G, Indigenous Studies 2682F/G, Classical Studies 3530E, Classical Studies 3550E, Classical Studies 3555E, Classical Studies 3980F/G ~~Classical Studies 3500F/G or the former Classical Studies 3520E~~.
- ~~Students~~ It is recommended that students hoping to work in the museums sector ~~should endeavor to~~ take Museum and Curatorial Studies 4605E and, if eligible, ~~at least~~ 1.0 internship~~s~~ course.
- Students considering graduate studies in Art History or other Humanities disciplines are ~~strongly~~ encouraged to study a language other than English, during their undergraduate years.

ITEM 14.3(e) – Faculty of Arts and Humanities, Department of Visual Arts: Revisions to the Honours Specialization in Studio Art

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Honours Specialization in Studio Art, offered by the Department of Visual Arts in the Faculty of Arts and Humanities, be revised as shown in Item 14.3(e).

EXECUTIVE SUMMARY:

This proposal reduces the number of courses required for the Honours Specialization in Studio Art from 10.0 courses to 9.0 courses. This change will bring the Honours Specialization in Studio Art in line with the other Honours Specialization modules offered by the Department of Visual Arts, which require 9.0 courses.

Proposed changes to the courses required for the module will add flexibility for the benefit of both students and the Department.

Reference to former courses that have not been offered for a period of five years are removed.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Studio Art

BACHELOR OF FINE ARTS, HONOURS SPECIALIZATION IN STUDIO ART

Admission Requirements

Completion of first-year requirements with no failures. Students must have an average of at least 70% in 3.0 principal courses including: a) Studio Art 1605 or the former Visual Arts Studio 1025 or Studio Art 1601 or the former Visual Arts Studio 1020; b) 1.0 course from Art History 1640 or the former VAH 1040 or two of Art History 1641A/B, Art History 1642A/B, Art History 1644A/B, Art History 1646A/B or Art History 1648A/B;, or the former Visual Arts History 1041A/B, the former Visual Arts History 1042A/B, the former Visual Arts History 1043A/B, the former Visual Arts History 1044A/B and the former Visual Arts History 1045A/B, and c) 1.0 additional course.

There may be no mark less than 70% in either Studio Art 1605 or the former Visual Arts Studio 1025 or Studio Art 1601 or the former Visual Arts Studio 1020 and no mark less than 60% in 1.0 from two Art History 1640-1648A/B or the former Visual Arts History 1041A/B-1043A/B and the 1.0 additional principal course.

Students seeking admission to Studio Art 1605 or the former Visual Arts Studio 1025 directly from high school must submit a portfolio of their studio work for Department assessment as part of the University admission process. Students who are accepted and who meet the admission requirements listed above will be admitted to the BFA program without the need of another portfolio review at the end of the Studio Art 1605 course or the former Visual Arts Studio 1025 course.

Students applying from high school who have taken a special Grade 12 Studio Practice Program may be eligible to enroll in 1.0 Studio Art 2600-level course(s), or the former VAS 2200-level course(s) in their first-year of studies in lieu of Studio Art 1605 (or the former VAS 1025) with permission from the Department. Students must still take 5.0 first-year courses and are expected to complete that requirement by the end of their second-year.

Students admitted to Studio Art 1601 or the former Visual Arts Studio 1020 may still enter the BFA program provided they meet the admission requirements listed above and submit a portfolio of work for approval toward the end of the second term of the Studio Art 1601 course or the former Visual Arts Studio 1020 course.

An average of 70% with no mark less than 60% in Visual Arts Studio courses must be maintained for progression.

Module

~~10.0~~ 9.0 courses:

~~2.0 courses in Studio Art at the 2600-level or the former Visual Arts Studio at the 2200 level.~~

0.5 course from: Studio Art 2500A/B, Studio Art 2502A/B, ~~or~~ Studio Art 2504Y~~, or the former Visual Arts Studio 2274A/B, the former Visual Arts Studio 2275A/B or the former Visual Arts Studio 2276Y~~.

0.5 course: ~~from~~ Art History 2600F/G ~~or Studio Art 2600F/G, or the former Visual Arts History 2241F/G~~.

2.0 additional courses in Art History or Museum and Curatorial Studies at the 2600-level or above ~~, or the former Visual Arts History at the 2200 level~~.

1.0 course: Studio Art 2602A/B/Y, Studio Art 3602A/B/Y~~, or the former Visual Arts Studio 2282A/B, the former Visual Arts Studio 3382A/B~~.

2.0 additional courses in Studio Art at the 2600-level.

2.0 courses in Studio Art at the 3600-level or above ~~the former Visual Arts Studio at the 3300-level~~.

~~2.0~~ **1.0 additional** ~~course~~s in Studio Art at the 4600-level ~~from: Studio Art 4603~~ and (Studio Art 4605 is recommended) ~~or Studio Art 3600-level*, Studio Art 4601, Studio Art 4606A/B, Studio Art 4608A/B, Studio Art 4682A/B, Studio Art 4686F/G, Studio Art 4689E, Studio Art 4690A/B, Studio Art 4691, Studio Art 4694A/B, Studio Art 4695, Studio Art 4696A/B, or Studio Art 4698W/X, or the former Visual Arts Studio 4430 or the former Visual Arts Studio 4448~~.

~~* No more than 3.0 Studio Art 3600-level courses can be taken.~~

Notes:

- It is recommended that students take a ~~A~~ minimum of 0.5 Art History ~~or the former Visual Arts History~~ course ~~must be~~ in historical eras prior to 1800 or topics in non-Western Art.
- A maximum of 1.0 Art History course at the 2600-level or above may be substituted with 1.0 course from Indigenous Studies 2501F/G, Indigenous Studies 2682F/G, Classical Studies 3530E, Classical Studies 3550E, Classical Studies 3555E, Classical Studies 3890F/G.
- It is recommended that students hoping to work in the arts and culture sector take 1.0 internship course, if eligible.

ITEM 14.3(f) – Faculty of Science, Integrated Science Program: Revisions to the Admission and Program Requirements of the Honours Specialization in Integrated Science with Astrophysics and the Honours Specialization in Integrated Science with Physics

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the admission and program requirements of the Honours Specialization in Integrated Science with Astrophysics and the Honours Specialization in Integrated Science with Physics, offered by the Faculty of Science, be revised as shown in Item 14.3(f).

EXECUTIVE SUMMARY:

The Integrated Science program underwent an IQAP review in spring of 2024. A takeaway from the review was that the 13.0 course requirement in each module was too restrictive in that it left little room for electives. Students also indicated that the course load of 5.5 in Year 1 was too heavy, and furthermore, that they would like an introduction to research prior to taking Integrated Science 4999E in Year 4.

Therefore, this proposal:

- Reduces the total number of courses in each module from 13.0 to 12.5 through course changes that do not alter each module's learning outcomes.

- Removes Integrated Science 1000Z: *How Science Works* from each module's admission requirements, decreasing the Year 1 course load to 5.0 courses.

  Note: In the future, Integrated Science 1000Z will be re-launched as a Year 2 course to replace the Year 2 Philosophy requirement.

- Adds Integrated Science 1002Y: *What Scientists Do*, a new non-credit pass/fail course with a relatively light workload, as an admission requirement.

- Removes Integrated Science 3001F/G: *Materials and Biomaterials* from each module, resulting in a decrease of 0.5 course.

Integrated Science 3000Y: *Discovering Research*, a new non-credit, pass/fail course will be an optional, recommended course for each module. This low-workload course will provide students with the opportunity to shadow research in Year 3. Integrated Science 3000Y will not be included in the Calendar Copy for each module, but information about the course will be on the program's website and Integrated Science students will be emailed about the course every year.

Other changes in this proposal include:

- Removal of information pertaining to admission into WISc from Grade 12 from the Admission Requirements for each module.

- Replacing Philosophy 2320F/G, which has been withdrawn, with a picklist of Philosophy course options.

- Revisions to Physics course requirements to reflect changes to the non-Integrated Science versions of the modules.

- Various housekeeping and editorial edits.

Notes:

- At its meeting on May 14, 2025, the Subcommittee on Undergraduate Academic Courses (SOC) approved the introduction of Physics 2104A/B and the withdrawal of Physics 2102A/B]

- Senate approved parallel changes to all other Honours Specialization in Integrated Science modules at its meeting on May 16, 2025.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Integrated Science with Astrophysics

Revised Calendar Copy – Honours Specialization in Integrated Science with Physics

<u>REVISED CALENDAR COPY</u>
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21636

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH ASTROPHYSICS

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. ~~It~~ The program is designed to provide ~~select~~ students who have a passion for science with the diverse professional and technical skills ~~science education~~ necessary to address ~~the~~ today's interdisciplinary scientific problems ~~interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy)~~. ~~WISC~~ WISc combines unique Integrated Science courses and experiences together with ~~traditional~~ discipline-specific courses. ~~In Year 2~~ At the end of Year 1, ~~WISC~~ WISc students will select a subject-specifc ~~enroll in an~~ Integrated Science Honours Specialization module in which to enroll starting in Year 2 ~~administered jointly by the Faculty of Science and individual Science departments~~. Students who complete ~~WISc Program~~ the program will graduate with an "Honours ~~Bachelor of Science~~ Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISc is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISc is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~
2.0 course: Integrated Science 1001X;
0.5 course from: Calculus 1000A/B, Calculus 1500A/B;
0.5 course: Chemistry 1301A/B;
0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;
0.5 course* from: Mathematics 1700A/B, Mathematics 1600A/B.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

*Students must complete Mathematics 1700A/B or Mathematics 1600A/B by the end of Term 1 in Year 2.

Module

~~13.0~~ 12.5 courses:

~~2.0~~ **1.5 courses**: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G**,~~ Integrated Science 3002A/B**, Integrated Science 4001Y***.
1.5 course: Integrated Science 4999E***.
0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B ~~(recommended)~~, Physics 3926F/G (recommended).
0.5 course* from: ~~Philosophy 2320F/G.~~ Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.
0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.
0.5 course from: Calculus 2502A/B (preferred), Calculus 2302A/B.
0.5 course from: Calculus 2503A/B (preferred), Calculus 2303A/B.
0.5 course: Applied Mathematics 2402A/B.
~~3.5~~ **4.5 courses**: Physics 2101A/B, ~~Physics 2102A/B,~~ Physics 2104A/B (or the former Physics 2102A/B), Physics 2110A/B, Physics 2910F/G, Physics 3151A/B, Physics 3200A/B, Physics 3300A/B, ~~Physics 3926F/G,~~ Physics 3400A/B, Physics 4351A/B.
~~0.5 course from: Physics 3151A/B, Physics 3200A/B, Physics 3400A/B.~~
1.0 course: Astronomy 2201A/B, Astronomy 2801A/B.
1.0 course from: Astronomy 3302A/B, Astronomy 3303A/B, Astronomy 4101A/B, Astronomy 4602A/B.
~~0.5 course from: any Physics and Astronomy course not yet taken numbered 4000 or above.~~

Students must also complete Physics 2950Y~~,~~ and Physics 3950Y (non-credit seminar courses).

Notes:

~~Year 1 consists of 5.5 courses.~~
* indicates courses taken in Second Year of Program
** indicates courses taken in Third Year of Program
*** indicates courses taken in Fourth Year of Program
**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic <mark>advisor</mark> ~~counsellor~~ in the Department that administers their chosen module.

REVISED CALENDAR COPY
https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21542

HONOURS SPECIALIZATION IN INTEGRATED SCIENCE WITH PHYSICS

The Western Integrated Science (WISc) program is a first-entry, four-year program administered jointly by the Faculty of Science and individual Science Departments. ~~It~~ The program is designed to provide ~~select~~ students who have a passion for science with the diverse professional and technical skills ~~science education~~ necessary to address ~~the~~ today's interdisciplinary scientific problems ~~interdisciplinarity of today's major scientific challenges (e.g., climate change, world hunger, alternative energy)~~. ~~WISC~~ WISc combines unique Integrated Science courses and experiences together with ~~traditional~~ discipline-specific courses. ~~In Year 2~~ At the end of Year 1, ~~WISC~~ WISc students will select a subject-specifc ~~enroll in an~~ Integrated Science Honours Specialization module in which to enroll starting in Year 2 ~~administered jointly by the Faculty of Science and individual Science departments~~. Students who complete ~~WISc Program~~ the program will graduate with an "Honours ~~Bachelor of Science~~ Specialization in Integrated Science with (specific discipline)."

Admission to Year 1 of WISc is limited and open only to students who apply to Western through the ES stream on the Ontario Universities' Application Centre. A supplemental application is required. Please see the program website for further details.

Admission Requirements

~~Admission into WISc is competitive, limited and open only to students who apply to Western through the ES stream of the Ontario Universities' Application Centre. In addition to the Grade 12 requirements, a personal statement is required and will be used as part of the adjudication for admission. See the Western Faculty of Science website (https://www.uwo.ca/sci/undergraduate/future_students/index.html) for details about the admission selection process.~~

Completion of first year requirements with no failures. Students must complete the following principal courses with an average of at least 70%, with no individual course mark below 60%:

~~0.5 course: Integrated Science 1000Z;~~
2.0 course: Integrated Science 1001X;
0.5 course from: Calculus 1000A/B, Calculus 1500A/B;
0.5 course: Chemistry 1301A/B;
0.5 course from: Physics 1201A/B, Physics 1501A/B, the former Physics 1301A/B;
0.5 course* from: Mathematics 1700A/B, Mathematics 1600A/B.

Students must also successfully complete Integrated Science 1002Y (non-credit, pass/fail course).

*Students must complete Mathematics 1700A/B or Mathematics 1600A/B by the end of Term 1 in Year 2.

Module
~~13.0~~ 12.5 courses:

~~2.0~~ **1.5 courses**: Integrated Science 2001F/G*, ~~Integrated Science 3001F/G**,~~ Integrated Science 3002A/B**, Integrated Science 4001Y***.
1.5 course: Integrated Science 4999E***.
0.5 course from: Computer Science 2034A/B, Computer Science 2035A/B, Computer Science 2120A/B ~~(recommended)~~, Physics 3926F/G (recommended).
0.5 course* from: ~~Philosophy 2320F/G.~~ Philosophy 2032F/G, Philosophy 2033A/B, Philosophy 2035F/G, Philosophy 2037F/G, Philosophy 2078F/G, Philosophy 2082F/G, Philosophy 2242F/G, Philosophy 2251F/G, Philosophy 2300F/G, Philosophy 2310F/G, Philosophy 2350F/G, Philosophy 2355F/G, Philosophy 2356F/G, Philosophy 2370F/G, the former Philosophy 2320F/G.
0.5 course from: Science 3377A/B, Business Administration 1220E****, Business Administration 2257****, Business Administration 2295F/G.
0.5 course from: Calculus 2502A/B (preferred), Calculus 2302A/B.
0.5 course from: Calculus 2503A/B (preferred), Calculus 2303A/B.
0.5 course: Applied Mathematics 2402A/B.
~~2.0~~ **4.5 courses**: Physics 2101A/B, ~~Physics 2102A/B,~~ Physics 2104A/B (or the former Physics 2102A/B), Physics 2110A/B, Physics 2910F/G, Physics 3151A/B, Physics 3200A/B, Physics 3300A/B, Physics 3400A/B, Physics 3900F/G/Z.
~~0.5 course from: Physics 3900F/G/Z, Physics 3926F/G.~~
~~1.0 course from: Physics 3151A/B, Physics 3200A/B, Physics 3300A/B, Physics 3400A/B.~~
0.5 course from: any Astronomy course numbered 2100 or above.
~~3.0~~ **1.5 courses** from: Applied Mathematics 3815A/B, any Physics or Astronomy course not yet taken numbered 2100 or above, Chemistry 4424A/B

Students must also complete Physics 2950Y, Physics 3950Y (non-credit seminar courses).

<u>Notes:</u>
~~Year 1 consists of 5.5 courses.~~
* indicates courses taken in Second Year of Program
** indicates courses taken in Third Year of Program
*** indicates courses taken in Fourth Year of Program
**** The module will consist of ~~13.5~~ 13.0 courses if either Business Administration 1220E or Business Administration 2257 is taken. Business Administration 1220E cannot be used towards both First Year Requirements and modular requirements.

Progression Requirements

~~First year requirements must be completed with no mark less than 60% in any principal course and an overall average in principal courses of 70%. See particular Integrated Science module for what constitutes principal courses.~~ For progression into 4th year of the program, students must maintain an overall average of 70% with no mark less than 60% in any course required in the module. Students who do not meet the progression requirements, or chose not to continue in the program, may be able to continue their studies in a traditional module. Students should consult an academic <mark>advisor</mark> ~~counsellor~~ in the Department that administers their chosen module.

ITEM 14.3(g) – King's University College: Revisions to the Honours Specialization and Specialization in Organizational and Human Resources

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Honours Specialization and Specialization in Organizational and Human Resources, offered by King's University College, be revised as shown in Item 14.3(g).

EXECUTIVE SUMMARY:

King's University College is proposing to remove Management and Organizational Studies 3370A/B: *Managerial Accounting* as a required course from the Honours Specialization and Specialization in Organizational and Human Resources Management, thereby reducing the modules from 10.0 courses to 9.5 courses.

Students in these modules who wish to pursue their Canadian Human Resource Professional (CHRP) designation are required to take a course in Managerial Accounting. The introduction of MOS 2228A/B: *Introduction to Managerial Accounting* at King's University College allows Organizational and Human Resources students to fulfill this requirement without taking MOS 3370A/B: *Managerial Accounting*. For this reason, King's University College wishes to remove MOS 3370A/B as a required course for these modules.

Organizational and Human Resources students will now have an additional 0.5 course available to pursue electives in an area of their choosing.

ATTACHMENT(S):

Revised Calendar Copy – Honours Specialization in Organizational and Human Resources

Revised Calendar Copy – Specialization in Organizational and Human Resources

HONOURS SPECIALIZATION IN ORGANIZATIONAL AND HUMAN RESOURCES

Admission Requirements

Students may **not** apply to the BMOS HONOURS SPECIALIZATIONS when they apply for admission to the University.

First Year Requirements
5.0 first-year courses

After first year, students may apply for admission upon completion of first-year requirements with no failures. Students must have an average of at least 73% on, and no grade less than 60% in, the following

3.0 principal courses:

> **1.0 course**: MOS 1021A/B and MOS 1023A/B or Business Administration 1220E.
> **0.5 course** from: Mathematics 1230A/B, Calculus 1000A/B, Statistical Sciences 1024A/B.
> **0.5 course** from: Mathematics 1229A/B, Mathematics 1600A/B, Calculus 1301A/B, Calculus 1501A/B.
> **1.0 course**: Economics 1021A/B and Economics 1022A/B.

2.0 additional courses in any subject numbered 1000-1999 (MOS 1033A/B and 1.0 Psychology 1000-level courses are strongly recommended).

If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

After second year, students applying for a BMOS HONOURS SPECIALIZATION must:

a) have achieved an average of at least 73% on the last 5.0 courses;
a) have achieved an average of at least 73% on the 3.0 principal courses required for the module;
b) have obtained a minimum grade of 60% in each course required for the module;
c) have obtained a passing grade in each elective course; and,
d) have a minimum cumulative average of 65%.

Transferring to King's BMOS Programs: Students enrolled at another Affiliated University College or the Constituent University must meet the admission requirements in order to transfer into a BMOS HONOURS SPECIALIZATION at King's.

Module
~~10.0~~ 9.5 courses:

1.0 course normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOS 2228A/B.
0.5 course normally taken in second year: Economics 2222A/B.
0.5 course: MOS 2181A/B.
0.5 course from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.
~~2.0~~ 1.5 courses: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B~~, MOS 4410A/B~~.
~~3.5~~ 3.0 courses from: MOS 3342A/B, MOS 3343A/B, MOS 3344A/B, MOS 3352F/G, ~~MOS 3370A/B,~~ MOS 3383A/B, MOS 3384A/B.
~~1.0~~ 1.5 course: MOS 4410A/B, MOS 4470A/B, MOS 4485F/G.
1.0 course from: MOS 2000-level or above; Psychology 2000-level or above.

~~Students require 1.0 Category B (Arts and Humanities) if not already completed, and 2.0 designated essay courses including 1.0 numbered 2000-4999, prior to graduation.~~

<u>Progression Requirements</u>

To progress in the BMOS HONOURS SPECIALIZATION, students must:

  a) maintain a minimum modular average of 70%;
  b) obtain minimum grades of 60% in all courses listed for the module;
  c) obtain a passing grade in each elective course (students who fail a course are not permitted to progress in Honours programs); and,
  d) maintain a minimum cumulative average of 65%.

Students who fail to meet these progression requirements may be eligible to apply to a BMOS Specialization or to another program.

<u>Graduation Requirements</u>

To graduate with a BMOS HONOURS SPECIALIZATION, students must achieve a minimum modular average of 70% with a minimum mark of 60% in each course, obtain a passing grade in each elective course, and maintain a minimum average of 65% on the 20.0 courses counted towards the BMOS HONOURS SPECIALIZATION Degree. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

<u>REVISED CALENDAR COPY</u>
<u>https://westerncalendar.uwo.ca/Modules.cfm?ModuleID=21515</u>

SPECIALIZATION IN ORGANIZATIONAL AND HUMAN RESOURCES

Admission Requirements

Students applying for a BMOS SPECIALIZATION must have

a) an overall average of at least 70% on the last 5.0 courses completed;
b) obtained a passing grade for each course required for admission to the module, and a passing grade for all option courses; and
c) a minimum cumulative average of 65%.

5.0 first-year courses:

1.0 course from: MOS 1021A/B and MOS 1023A/B or Business Administration 1220E.
0.5 course from: Calculus 1000A/B, Mathematics 1230A/B, Statistical Sciences 1024A/B.
0.5 course from: Mathematics 1229A/B, Mathematics 1600A/B, Calculus 1301A/B, Calculus 1501A/B.
1.0 course: Economics 1021A/B and Economics 1022A/B.
2.0 additional courses in any subject numbered 1000-1999 (MOS 1033A/B and 1.0 Psychology 1000-level courses are strongly recommended).

If a student is required to take Mathematics 0110A/B IN ADDITION TO the 1.0 required first-year mathematics courses listed above it will count toward the 20.0 required courses for the student's degree at King's University College as needed. Mathematics 0110A/B is NOT a substitute for the other 1.0 required first-year mathematics courses.

Note: Students enrolled at another Affiliated University College or the Constituent University must meet the admission requirements in order to transfer into a BMOS SPECIALIZATION at King's.

Module
~~10.0~~ 9.5 courses:

1.0 course normally taken in second year: Business Administration 2257 or MOS 2227A/B and MOS 2228A/B.
0.5 course normally taken in second year from: Economics 2222A/B.
0.5 course normally taken in second year from: Analytics and Decision Sciences 2036A/B, Economics 2223A/B.
0.5 course: MOS 2181A/B.
1.5 courses normally taken in 3rd year: MOS 3310A/B, MOS 3320A/B, MOS 3330A/B.
1.5 courses normally taken in 4th year: MOS 4410A/B, MOS 4470A/B, MOS 4485F/G.
~~3.5~~ **3.0 courses** ~~from~~: MOS 3342A/B, MOS 3343A/B, MOS 3344A/B, MOS

3352F/G, ~~MOS 3370A/B,~~ MOS 3383A/B, MOS 3384A/B.
1.0 course from: MOS 2000-level or above; Psychology 2000-level or above.

~~Students require 1.0 Category B (Arts and Humanities) if not already completed, and 2.0 designated essay courses including 1.0 numbered 2000-4999, prior to graduation.~~

~~Note: All BMOS students must complete 1.0 designated essay course at the senior level, and 1.0 Category B.~~

Progression Requirements

To progress in the BMOS SPECIALIZATION, students must

   a) maintain a minimum cumulative average of 65%
   b) obtain a minimum sessional average of 60% in the fall/winter term*

* Sessional averages are calculated in May, after the fall/winter term.

In order to be readmitted to the BMOS SPECIALIZATION, students must complete 5.0 additional courses in another discipline, achieve a minimum average of 70% in their last 5.0 courses, and have a cumulative average of 65%.

Graduation Requirements

Students must obtain a minimum overall average of 65% on the 20.0 courses to be counted for graduation. Students with advanced standing must achieve an overall average of 65% on courses completed at Western.

Among, or in addition to the module requirements for the different streams, all BMOS Four-Year Specialization students require the following before graduation:

   2.0 designated essay courses (E, F, or G), 1.0 at the senior level.
   1.0 course from each of Categories A, B, and C.

ITEM 14.3(h) – Western Continuing Studies: Introduction of a Post-Degree Certificate in Marketing (in partnership with the Faculty of Information and Media Studies)

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, a post-degree Certificate in Marketing be introduced by Western Continuing Studies in partnership with the Faculty of Information and Media Studies as shown in Item 14.3(h).

EXECUTIVE SUMMARY:

Western Continuing Studies (WCS), in partnership with the Faculty of Information and Media Studies, proposes to introduce a post-degree Certificate in Marketing. The Certificate in Marketing will be comprised of the courses in the existing Diploma in Marketing, minus the required practicum placement. The format of the proposed Certificate will allow working professionals to access and complete the program without leaving their current job to complete a practicum placement.

ATTACHMENT(S):

New WCS Calendar Copy – Certificate in Marketing

Extracted from the New Undergraduate Module Proposal – Post-Degree Certificate in Marketing

<u>NEW WCS CALENDAR COPY</u>

CERTIFICATE IN MARKETING

Graduates of the Post-Degree Certificate in Marketing are prepared to launch or advance careers in a wide range of marketing-related roles across industries. With a strong foundation in strategic marketing principles, digital marketing, market research, branding, and communications, they are equipped to develop and implement marketing campaigns, analyze consumer behaviour, manage social media and content strategies, and support business growth through data-driven decision-making. Marketing professionals may work in roles such as marketing coordinator, digital marketing specialist, brand manager, marketing analyst, or account executive, in sectors including retail, technology, non-profits, professional services, and government. This credential positions graduates to contribute effectively to marketing teams or operate independently as consultants or entrepreneurs.

Admission Requirements

This is a competitive program with limited enrolment. Prospective students require successful completion of a bachelor's degree from an accredited university with a minimum average of 70% in the last two years of study. Once accepted, students in the program will be required to maintain a minimum average of 70% in all courses with no single final grade below 60%.

Program
10 courses:

MKTG 6002: *Integrated Marketing Communications*
MKTG 6003: *Market Research and Analysis*
MKTG 6004: *Contemporary Media*
MKTG 6005: *Introduction to Market Strategy*
MKTG 6006: *Foundations of Digital Marketing*
MKTG 6007: *Digital Marketing: Strategies and Tactics*
MKTG 6011: *Current Trends*
MKTG 6013: *Advanced Marketing Strategy*
MKTG 6014: *Brand Management*
MKTG 6017: *Professional Practice for Marketers*

Extracted from the New Undergraduate Module Proposal – Post-Degree Certificate in Marketing

The Certificate in Marketing, offered in partnership with the Faculty of Information and Media Studies, prepares students for a career in marketing. Marketing professionals are experts in the strategies that can boost sales and revenue while ensuring these strategies are aligned with the needs of the customers as well as the market demand. The ideal candidate is a creative, critical thinker with a knack for developing strong customer relationships. The Certificate will consist of 10 diploma-credit 0.5 courses. The program is designed for full-time or part-time study. For full-time study, the program is competed in 8 months.

The Certificate in Marketing will be comprised of the courses in the existing Diploma in Marketing, minus the required practicum placement. Providing students with the option to complete the coursework without the required practicum and offering a Certificate stream of the existing Diploma allows working professionals to access and complete the program without leaving their current job to complete a practicum placement. Removing the practicum placement and offering a Certificate stream of the existing diploma makes the credential more accessible for working professionals looking to reskill and upskill. Additionally, the Certificate will provide flexibility to complete the program in a part-time capacity.

Graduates from the related post-degree Diploma in Marketing have a 93% in-industry employment rate one year post graduation. This Certificate will provide flexibility to working professionals who would like to enhance their Marketing education. Employers and industry partners will also value the opportunity to have their workforce take the certificate part-time while employed.

The program will provide students with a foundational knowledge of Marketing and have them apply that knowledge in the classroom through case studies and applied learning. Students will have ample opportunities to learn from industry professionals. Students will be well prepared to enter or advance their career in the professional workforce in and Marketing.

Program Learning Outcomes

Graduates of the program will be able to apply the principles of Marketing management in a variety of workplace settings, including:

- Understand the principles behind effective marketing strategy, including positioning, product decisions, pricing, branding and market research.
- Demonstrate how to effectively plan robust campaigns utilizing tools, media, and strategies.
- Create and analyze market data as a tool for understanding markets and making business decisions.
- Recognize emerging trends in marketing tactics and consumer behaviour.
- Perform methods for generating digital traffic, including digital advertising, search, email, marketing automation, affiliate marketing and social media.

ITEM 14.3(i)(i) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies (School and Applied Child Psychology Field)

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies (School and Applied Child Psychology Field), offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(i).

EXECUTIVE SUMMARY:

The Faculty of Education is proposing changes to the Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies in the field of School and Applied Child Psychology. The changes are proposed to meet new Canadian Psychological Association (CPA) accreditation standards and address recommendations from the 2023 accreditation review.

ATTACHMENT(S):

Extracted from the Major Modification Proposal – Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies (School and Applied Child Psychology Field)

***Extracted from the* Major Modification Proposal –
Master of Arts (MA) and Doctor of Philosophy (PhD) in Education Studies
(School and Applied Child Psychology Field)**

The proposed changes to the field of School and Applied Child Psychology are intended to address both the recommendations from the Canadian Psychological Association (CPA) accreditation panel visit in 2023 and to address 6th revision of CPA Accreditation Standards released in 2023.

MA Changes

1. Adding two required courses to the MA (changing from 6 to 8 half courses):

    a. One course is being renamed and moved from the PhD to the MA (GRAD 9802).

    b. To meet accreditation standards, a new course will be required: *Applied Behaviour Analysis for Psychologists: Theory and Practice*.

2. Adding an MA milestone practicum to provide more practical experience (as recommended by the review panel); 50 program-sanctioned hours will be required. To be completed across the 2 years of the field of study.

PhD Changes

1. Removing a course (GRAD 9802).

2. Adding one new required course (Program Development and Evaluation).

Rationale

The current MA and PhD field in School and Applied Child Psychology received a 3-year accreditation from the Canadian Psychological Association (CPA) in Summer 2023. As part of the 2023 panel's review, recommendations were made to strengthen the programs to further align with CPA accreditation standards. Additionally, the 6th revision of CPA Accreditation Standards was released in the Summer of 2023 by CPA (the first revision since 2011). In these updated standards, additional content that must be delivered to maintain accreditation status of graduate programs was introduced (e.g., an emphasis on program evaluation; an emphasis on indigenous ways of knowing; outlining of additional functional and foundational competencies). The proposed changes to the program are intended to address both the recommendations from the accreditation panel and to address the new program standards.

Modifications are necessary to the program design, outcomes, and assessment to satisfy the new content required in 6th revision of CPA standards and maintain accreditation status. All courses are required courses. Accreditation status is important

because it demonstrates that the program delivers the foundational knowledge and clinical skills (known as functional competencies) needed for students to register (and practice) as PhD Level Psychologists. It also enables students to apply for Internships at Association of Psychology Postdoctoral and Internship Centers (APPIC). These are highly sought after Internships as they have also been accredited for the quality of their training opportunities.

Current program	Proposed Change(s)

Master of Arts in Educational Studies (Field of School and Applied Child Psychology)
 	
3.0 total course credits required:
 	
6 required half courses:
 	
    9806: Psychology in Schools
    9801: Social-Ecological Foundations of Development
    9653: Ethical and Professional Issues in School and Applied Child Psychology
    9651: Academic Assessment
    9705: Advanced Quantitative Research Methods
    9811: Academic Interventions
 	
Milestones:
Academic Integrity Milestone
Thesis Proposal
Thesis
 	
6 terms
	Master of Arts in Educational Studies (Field of School and Applied Child Psychology)
	
	4.0 total course credits required:
	
	8 required half courses:
	
	    9806: Psychology in Schools
	    9801: Social-Ecological Foundations of Development
	    9653: Ethical and Professional Issues in School and Applied Child Psychology
	    9651: Academic Assessment
	    9705: Advanced Quantitative Research Methods
	    9811: Academic Interventions
	    9802: Biological and Cognitive Foundations of Development
	    9551: Applied Behaviour Analysis for Psychologists: Theory and Practice
	
	Milestones:
	Academic Integrity Milestone
	Thesis Proposal
	Practicum Milestone
	Thesis
	
	6 terms

Doctoral of Philosophy in Educational Studies (Field of School and Applied Child Psychology)	Doctoral of Philosophy in Educational Studies (Field of School and Applied Child Psychology)
3.0 total course credits required:	**3.0 total course credits required:**
6 required half courses:	6 required half courses:
9803: Child Psychopathology 9809: Cognitive Assessment 9810: Comprehensive Psychological Assessment with Children and Adolescents 9813: Clinical Intervention with Children and Adolescents 9808: Interprofessional Collaboration, Consultation, & Supervision 9802: Mind, Brain and Education Professional Seminar	9803: Child Psychopathology 9809: Cognitive Assessment 9810: Comprehensive Psychological Assessment with Children and Adolescents 9813: Clinical Intervention with Children and Adolescents 9808: Interprofessional Collaboration, Consultation, & Supervision ==9706: Program Development and Evaluation (required)== Professional Seminar
Milestones: Academic Integrity Milestone Thesis Proposal Thesis Qualifying Paper Practicum 1 Practicum 2 Practicum 3 Practicum 4 1 Internship 12 terms	**Milestones:** Academic Integrity Milestone Thesis Proposal Thesis Practicum 1 Practicum 2 Practicum 3 Practicum 4 Qualifying Paper 1 Internship 12 terms

Program Learning Outcomes

The Learning Outcomes are revised to reflect the 6th revision of CPA standards. Key changes are adhering to both the functional and foundational competencies required by CPA. See Appendix 1 for the revised Learning Outcomes for the MA in Education Studies (School and Applied Child Psychology Field). See Appendix 2 for the revised Learning Outcomes for the PhD in Education Studies (School and Applied Child Psychology Field).

Current students

Current students will not be affected by the modification. The changes will come into effect for students entering the MA program and PhD program in Fall 2025. Current students will continue with their current field progression plan. However, should students wish to take a newly developed course, they would be welcomed but not required to enroll.

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Ontario Graduate Degree Level Expectations	*Program-level Learning Outcomes*	*How does the program support achievement of each GDLE?*	*How does the program evaluate the achievement of each GDLE?*
Depth & Breadth of Knowledge **Note:** The Canadian Psychological Association (CPA) divides knowledge into foundational and functional competencies. Functional competencies are defined as "consolidated knowledge, values, skills, and attitudes in broad and overlapping areas of professional practice, on which functional competencies are built." Functional competencies may be considered clinical skills that students must attain to be competent practitioners. Consequently, students need to develop both depth/breadth in their knowledge and also have the ability to apply these foundational to the functional competencies. **Note:** The highlighted text is intended to show the differences between the MA and the PhD. **Note:** The strikethrough text is the previous GDLEs. There was sufficient rewording in the learning outcomes that visually this approach was easiest to read than track changes.	Students will demonstrate both a depth and breadth of knowledge concerning psychology in education, integrating an understanding of theory, research and practice. 1, Students will demonstrate an understanding of theory/research ==as well as begin to develop== foundational competencies in the following domains: a) Cognitive, emotional, social, academic, biological, and behavioral processes and their development b) Individual, social, and cultural diversity c) Evidence-based knowledge and methods d) Indigenous interculturalism e) Ethics, standards, laws, policies f) Interdisciplinary collaboration and service settings g) Professionalism	Core courses in **Ethical and Professional Issues in School and Applied Child Psychology** (1d, 1e, 1g; 2d); **Psychology in the schools** (1a, 1b, 1c, 1d, Ie, If); **Social-Ecological Foundations of Development** (Ia, Ib, Ic, Id, If); Advanced **Quantitative Research methods** (1c, 2c); **Academic Assessment** (1a; 1b; 1c; 1d; 1g; 2a); **Cognitive Interventions** (1a, 1b, 1c, 1d, 2b, 2c); **Biological and Cognitive Foundations of Development** (1a, 1b, 1c, 1d, 1f). **Applied Behaviour Analysis for Psychologists: Theory and Practice** (1a, 1b, 1c, 1d, 1f, 1g, 2b, 2d). **MA placement Milestone** (1f, 2a, 2b, 2d) Thesis Proposal feedback Thesis Defense preparation ~~Core courses in: Psychosocial aspects of Schooling: Exceptionalities; Assessment and Evaluation in Regular and Special Education; Cognitive and Academic Interventions~~	Presentations, Essays, Group projects Knowledge mobilization activities (e.g., Rapid Reviews; Newsletters; Infographics); Case studies; Research into practice presentations for professional audiences, Self- assessments, Peer & supervisor assessments. Thesis or Major research paper (MRP) proposal, thesis defense or MRP completion. Conference paper and poster presentations, manuscript preparation, grant applications ~~Seminar presentations, essays, research into practice presentations for professional audiences, self-assessments, peer assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentations, and thesis examination.~~

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	2. Students will demonstrate an understanding of theory and research as ==well as begin to develop functional competencies== in the following domains: a) Academic Assessment b) Academic, social-emotional and Behavioural Interventions c) Program Development and Evaluation d) Consultation ~~Students will demonstrate a depth and breadth of knowledge concerning psychology in education, integrating an understanding of theory, research and practice.~~ ~~Familiarity with concepts and research findings in the following domains: Cognitive, emotional, social academic and behavioral processes and development; common learning exceptionalities; instruction and intervention in various domains.~~ ~~Awareness of current problems and issues in psychology in education.~~		

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	~~Knowledge of selected relevant topics from related disciplines, such as neuroscience, curriculum, and linguistics.~~		
Research & Scholarship	Students will demonstrate a functional competency in conducting a research project from inception to completion. Students will demonstrate a conceptual and methodological competency concerning psychology in schools, including comprehension of research methods, critical evaluation of current and advanced research. Students will demonstrate an ability to plan research, analyze data, and report the results. Students will demonstrate data literacy Students will demonstrate an advanced ability to develop a sustained written argument. Students will demonstrate originality and creativity in the dissemination and application of knowledge.	Core course in Advanced Quantitative Research Methods. Other core courses also include research and evidence-based practices and opportunities to evaluate research quality Additional elective course(s) in research methodology. Occasional workshops on advanced topics in research methods. Research supervision and peer groups in labs provide support, practice, and feedback in the following: presentation of draft research proposals; data analysis; conference presentations; thesis presentation; manuscript preparation; scholarship grant proposals. ~~Core course in Advanced Quantitative Research Methods. Additional elective course(s) in research methodology.~~	Assessment of the following in course work: Electronic literature searching; annotated bibliographies; systematic reviews and meta-analysis; article critique; use of statistical software; statistical reporting; essays; posters; presentations. Thesis proposal document and presentation; thesis examination or MRP paper. ~~Assessment of the following in course work:~~ ~~Electronic literature searching; systematic review and meta-analysis; article critique; use of statistical software; statistical reporting; essays.~~ ~~Thesis proposal; thesis examination.~~

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	Students will demonstrate an advanced ability to critically evaluate the research literature. ~~Students will demonstrate: a conceptual and methodological competence concerning psychology in schools, including comprehension of research methods; critical evaluation of current and advanced research.~~ ~~Ability to plan research, analyze data, and report the results.~~ ~~Ability to develop a sustained written argument; originality and creativity in the dissemination and application of knowledge~~	~~Occasional workshops on advanced topics in research methods.~~ ~~Research groups provide support, practice, and feedback in the following: presentation of draft research proposals; data analysis; conference presentations; thesis presentation; manuscript preparation; grant applications.~~	
Level of Application of Knowledge	Students will demonstrate competency in the research process by applying psychological knowledge to the analysis of a new question, or a problem or issue in a new setting. Students will demonstrate competence in making evidence-based recommendations concerning issues and practices in school psychology.	Core courses in **Ethical and Professional Issues in School and Applied Child Psychology** (2d); **Psychology in the schools** (2d); **Social-Ecological Foundations of Development** (2b); **Advanced Quantitative Research methods** (2c); **Academic Assessment** (2a); **Cognitive Interventions** (2b, 2c); **Applied Behaviour Analysis for Psychologists: Theory and Practice** (2b, 2d). **MA placement Milestone** (2a, 2b, 2d)	Case studies; simulations; practice assessments and interventions; research into practice presentation for a professional audience; research to practice paper; article critique; electronic literature search and systemic review or meta- analysis. Successful completion of MA placement milestone Thesis proposal; thesis text; thesis examination or MRP. ~~Case studies; research into practice presentation for a professional~~

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	1. Students will begin to apply knowledge from each of the foundational competencies into the development of their functional competencies. 2. Students will begin to demonstrate functional competencies in the following domains: a) Academic Assessment b) Academic, social-emotional and Behavioural Interventions c) Program Development and Evaluation d) Consultation ~~Students will demonstrate competence in the research process by applying psychological knowledge to the analysis of a new question, or a problem or issue in a new setting. Competence in making evidence-based recommendations concerning issues and practices.~~	Thesis or MRP Proposal Thesis or MRP ~~Core courses in Psychosocial aspects of Schooling; Exceptionalities; Assessment and Evaluation in Regular and Special Education; Cognitive and Academic Interventions~~ ~~Thesis Proposal Thesis~~	~~audience; research to practice paper; article critique; electronic literature search and systemic review or meta-analysis.~~ ~~Thesis proposal; thesis text; thesis examination.~~
Professional Capacity / Autonomy	Students will begin to demonstrate the professional qualities and transferable skills necessary for working in the field of school and applied child psychology. (e.g., use of appropriate and respectful terminology; respectful	All Courses Research groups provide support, practice, and feedback concerning ethical conduct of research.	Seminar presentations, essays, research into practice presentation for professional audience, self-assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript

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	timely written and oral communication with clients and collaborators). Students will demonstrate the initiative and professional responsibility to problem solve ~~in~~ complex situations in their practicum placement. Students will demonstrate the intellectual independence and curiosity required for continuing professional learning. Students will demonstrate ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of research. Students will demonstrate interpersonal skills needed to work with vulnerable populations (e.g., empathy, compassion, trustworthiness, active listening skills). ~~Students will demonstrate~~ ~~a) The qualities and transferable skills necessary for employment~~	MA Practicum Placement Thesis proposal; thesis or MRP ~~Core courses in Psychosocial aspects of Schooling: Exceptionalities; Assessment and Evaluation in Regular and Special Education; Cognitive and Academic Interventions; Ethics and Human Development.~~ ~~Core course in research methodology.~~ ~~Research groups provide support, practice, and feedback concerning ethical conduct of research.~~ ~~Thesis proposal; thesis.~~	preparation, grant applications, thesis presentation, thesis examination, or MRP Successful completion of the MA Practicum Placement ~~Seminar presentations, essays, research into practice presentation for professional audience, self-assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination.~~

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	~~requiring:~~ ~~The exercise of initiative and professional responsibility in all endeavours;~~ ~~Decision-making and problem solving in complex situations~~ ~~b) The intellectual independence and curiosity required for continuing professional learning;~~ ~~c) Ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of research.~~ ~~d) The ability to critically appreciate the broader implications of applying knowledge to particular educational contexts.~~		
Level of Communication Skills	Students will demonstrate the ability to communicate ideas, issues and conclusions clearly, using appropriate genres and media. Students will demonstrate the ability to engage in scholarly writing and presentations.	All core courses MA Placement milestone Research groups provide support, practice, and feedback in presentation of proposals, conference presentations, thesis presentation, manuscript preparation, grant applications,	Presentations, simulations, mock assessments and interventions; research into practice presentation for professional audience, knowledge mobilization activities; essays, self-assessments, peer assessments, group projects, case studies, thesis proposal, conference paper and poster presentation; manuscript preparation, grant

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	Students will demonstrate the ability to adjust their communication approach based on the needs of their audience. Students <mark>will begin to</mark> demonstrate the interpersonal and communication skills needed for working with children, adolescents, and families in a professional capacity. ~~Students will demonstrate the ability to communicate ideas, issues and conclusions clearly, using appropriate genres and media.~~	thesis proposal, thesis presentation or MRP, grant applications. ~~Core course in research methodology; Ethics and Human Development.~~ ~~Research groups provide support, practice, and feedback in presentation of proposals, conference presentations, thesis presentation, manuscript preparation, grant applications, thesis proposal, thesis presentation, grant applications.~~	applications, thesis presentation, thesis examination or MRP ~~Presentations, research into practice presentation for professional audience, essays, self-assessments, peer assessments, group projects, case studies, thesis proposal, conference paper and poster presentation; manuscript preparation, grant applications, thesis presentation, thesis examination.~~
Awareness of Limits of Knowledge	Students <mark>will begin to be cognizant</mark> of the complexity of typical approaches to research in psychology, including the potential contributions of other interpretations, methods, and disciplines. Students will demonstrate the ability to assess the strengths and limitations of research approaches to place limits on the conclusions that can be drawn.	Core courses will introduce historical context of psychology and its impact. Cores will also introduce other ways of knowing (e.g., indigenous interculturalism) Research groups provide support, practice, and feedback on conceptualization of research projects. Thesis proposal, Thesis or MRP	Seminar presentations, essays, research into practice presentation for professional audience, self-assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination or MRP ~~Seminar presentations, essays, research into practice presentation for professional audience, self-assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and~~

MA FIELD OF SCHOOL AND APPLIED CHILD PSYCHOLOGY

	Students ==will begin to== demonstrate an awareness of their own positionality and effectively engage in bias evaluation and reflective practice. ~~Students will be cognizant of the complexity and implications of curriculum knowledge, including the potential contributions of other interpretations, methods, and disciplines.~~	~~Core courses, including research methods course.~~ ~~Research groups provide support, practice, and feedback on conceptualization of research projects.~~ ~~Thesis proposal, Thesis.~~	~~poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination.~~

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
Depth & Breadth of Knowledge **Note:** The Canadian Psychological Association (CPA) divides knowledge into foundational and functional competencies. Functional competencies are defined as "consolidated knowledge, values, skills, and attitudes in broad and overlapping areas of professional practice, on which functional competencies are built." Functional competencies may be considered clinical skills that students must attain to be competent practitioners. Consequently, students need to develop both depth/breadth in their knowledge and also have the ability to apply these foundational & functional competencies. **Note:** The highlighted text is intended to show the differences between the MA and the PhD. **Note:** The strikethrough text is the previous GDLEs. There was sufficient rewording in the learning outcomes that visually this approach was easiest to read than track changes.	Students will demonstrate a depth and breadth of knowledge concerning school and child psychology, integrating an understanding of theory, research and practice. ~~Familiarity with concepts and research findings in the following domains: Cognitive, emotional, social, academic, and behavioral processes and development; instruction and intervention in various domains; collaboration with professionals.~~ ~~Awareness of current problems and issues in psychology related to the child and school.~~ 1, Students will ==demonstrate an advanced understanding of theory and research as well as **foundational** competencies== in the following domains: a) Cognitive, emotional, social, academic, biological and behavioral processes and their development b) Individual, social, and cultural diversity	Core courses in: **Childhood Psychopathology** (1a,1b, 1c, Id, 1e, 1f, 1g); **Cognitive Assessment (**Ia, Ib, Ic, Id, Ig, 2a)**; Comprehensive Psychological Assessment with Children and Adolescents** (1a, 1b, 1c, 1d, 1e, 1g, 2a, 1d); **Clinical Intervention with Children and Adolescents (**1a, 1b, 1c, 1d, 1f, 1g, 2b, 2d)**; Interprofessional Collaboration, Consultation, & Supervision (**1c, 1d, 1e, 1f, 1g, 2d, 2e)**; Program Development and Evaluation (1**a, 1b, 1c, 1d, 1f, 1g; 2c) **Professional Case Seminar (**all**)** Qualifying Paper Three practica in assessment & intervention (minimum of 600 hours where 300 hours are direct hours with clients) (**all expectations, with a focus on the functional competencies**) A minimum 1600-hour internship ~~Core courses in: Mind, Brain, and Education: Childhood Psychopathology; Child and Adolescent Intervention; Comprehensive Child and Adolescent Assessment;~~	In-course assessment activities (e.g., Seminar presentations, essays, group projects; case studies; knowledge mobilization outputs (e.g., rapid reviews, newsletters) research into practice presentations for professional audiences, self- assessments, peer assessments, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentations, practica, internship and thesis examination. ~~Seminar presentations, essays, research into practice presentations for professional audiences, self- assessments, peer assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentations, practica, internship and thesis examination.~~

	c) Evidence-based knowledge and methods d) Indigenous interculturalism e) Ethics, standards, laws, policies f) Interdisciplinary collaboration and service settings g) Professionalism 2. Students will demonstrate an understanding of theory ==and **functional** competencies in the== following domains: ==a) Clinical Assessment== ==b) Clinical Interventions== c) Program Development and Evaluation d) Consultation ==e) Supervision== ~~The following are some of the core~~ ~~knowledge and skills that professional psychologists practicing in the field need:~~	~~Consultation and Collaboration.~~ ~~In addition to advanced courses designed to provide scientific and scholarly breadth, advanced professional courses as well as four practica in assessment and intervention and a minimum 1600-hour internship are given during the PhD program.~~	

	~~a solid foundation in developmental psychology and developmental psychopathology;~~ ~~understanding of ethical issues and their application to professional practice;~~ ~~knowledge of jurisprudence pertaining to psychological practice;~~ ~~psychological assessment;~~ ~~formulation of and communication of a diagnosis;~~ ~~core skills for interviewing and therapeutic communication;~~ ~~familiarity with a broad range of psychosocial prevention and intervention programs;~~ ~~communication and counselling skills;~~ ~~skills in consultation and working in multidisciplinary teams;~~ ~~sensitivity to cultural and individual diversity;~~ ~~program evaluation, research design, and statistics.~~		

Research & Scholarship	Students will demonstrate advanced functional competencies in conducting a research project from inception to completion. Students will demonstrate advanced conceptual and methodological competency concerning psychology in schools, including comprehension of research methods & critical evaluation of current and advanced research content and methods. Students will demonstrate advanced autonomy in their ability to plan research, analyze data, and report the results. Students will demonstrate advanced data literacy Students will demonstrate an advanced ability to develop a sustained written argument. Students will demonstrate originality and creativity in the dissemination and application of knowledge. ~~Students will demonstrate: a conceptual and methodological competence concerning psychology in schools, including comprehension of research methods; critical~~	Option to take advanced research and statistics courses Workshops on advanced topics in research methods through professional case seminars. Research seminars provided by presentations in the Faculty of Education Research groups provide support, practice, and feedback in the following: presentation of draft research proposals; data analysis; conference presentations; thesis presentation; manuscript preparation; grant applications. ~~Workshops on advanced topics in research methods through professional case seminars.~~ ~~Research groups provide support, practice, and feedback in the following: presentation of draft research proposals; data analysis; conference presentations; thesis presentation; manuscript preparation; grant applications.~~	Assessment of the following in course work: Electronic literature searching; systematic review and meta-analysis; article critique; use of statistical software; statistical reporting; essays. Thesis proposal; thesis examination. ~~Assessment of the following in course work:~~ ~~Electronic literature searching; systematic review and meta-analysis; article critique; use of statistical software; statistical reporting; essays.~~ ~~Thesis proposal; thesis examination.~~

	~~evaluation of current and advanced research.~~ ~~Ability to plan research, analyze data, and report the results.~~ ~~Ability to develop a sustained written argument; originality and creativity in the dissemination and application of knowledge.~~		
Level of Application of Knowledge	Students will demonstrate competency in the research process by applying psychological knowledge to the analysis of a new question, or a problem or issue in a new setting. Students will demonstrate competence in making evidence-based recommendations concerning issues and practices in school psychology. 1. Students ==will apply knowledge from each of the foundational competencies into the development of their functional competencies.== 2. Students will demonstrate functional competencies in the following domains by successful performing these clinical skills: a) ==Clinical Assessment== b) ==Clinical Interventions==	Core courses in: **Childhood Psychopathology** (2a)**; Cognitive Assessment (**2a)**; Comprehensive Psychological Assessment with Children and Adolescents** (2a)**; Clinical Intervention with Children and Adolescents (**2b, 2d)**; Interprofessional Collaboration, Consultation, & Supervision (**2d, 2e**); Program Development and Evaluation (**2c, 2d**) Professional Case Seminar (**all**)** Qualifying Paper Three practica in assessment & intervention (minimum of 600 hours where 300 hours are direct hours with clients) (**all expectations, with a focus on the functional competencies**) A minimum 1600-hour internship ~~Core courses in Mind, Brain, and Education: Childhood~~	In-course assessment activities (e.g., Seminar presentations, essays, group project; case studies; knowledge mobilization outputs (e.g., rapid reviews, newsletters). Practice sessions for assessment & intervention, video recordings of implementation (e.g., assessment). research into practice presentations for professional audiences, self- assessments, peer assessments, successful completion of Practica and internship (supervisor assessments) & milestone hours achieved. thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentations, and thesis examination. ~~Independent and group practice in practica and Internship settings; Case~~

	c) Program Development and Evaluation d) Consultation <mark>e) Supervision</mark> ~~Students will demonstrate competence in the application of skills learned in practice and research by applying psychological knowledge to the analysis of a new question, or a problem or issue in a new setting. Competence in making evidence- based recommendations concerning issues and practices.~~	~~Psychopathology; Child and Adolescent Intervention; Comprehensive Child and Adolescent Assessment; Consultation and Collaboration; Practice in the practica required in Years 1 to 3 and the internship in year 4. Thesis Proposal Thesis~~	~~studies; research into practice presentation for a professional audience; research to practice paper; article critique; electronic literature search and systemic review or meta-analysis; report writing for clients; Thesis proposal; thesis text; thesis examination.~~
Professional Capacity / Autonomy	Students <mark>will demonstrate the professional qualities</mark> and transferable skills necessary for working in the field of school and applied child psychology. (e.g., use of appropriate and respectful terminology; respectful timely written and oral communication with clients and collaborators). Students will <mark>begin to</mark> demonstrate the initiative and professional responsibility to problem solve ~~in~~ complex situations <mark>in their practica</mark>. Students will demonstrate the intellectual independence and curiosity required for continuing professional	All courses. Note **interprofessional Collaboration, Consultation, & Supervision** is about is specifically about professional behaviour and relationships. Practice in the practica required in Years 1 to 3 and the internship in year 4 or year 5. Research groups provide support, practice, and feedback concerning ethical conduct of research. Thesis proposal; thesis.	Seminar presentations, essays, research into practice presentation for professional audience, self- assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination. <mark>Successful completion of Practica</mark> ~~Evaluation of clinical skills, evidence-based practice and practice is a~~

	learning. Students will demonstrate ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of research. Students will demonstrate ==advanced== interpersonal skills needed to work with vulnerable populations (e.g., empathy, compassion, trustworthiness, active listening skills). ~~Students will demonstrate~~ ~~a) The qualities and transferable skills necessary for employment requiring:~~ ~~The exercise of initiative and professional responsibility in all endeavors;~~ ~~a) Decision-making and problem solving in complex situations~~ ~~b) The intellectual independence and curiosity required for continuing professional learning;~~	~~Core courses in Mind, Brain, and Education: Childhood Psychopathology; Child and Adolescent Intervention; Comprehensive Child and Adolescent Assessment; Consultation and Collaboration;~~ ~~Practice in the practica required in Years 1 to 3 and the internship in year 4.~~ ~~Research groups provide support, practice, and feedback concerning ethical conduct of research. Thesis proposal; thesis.~~	~~crucial part of the PhD program through practica and internship~~ ~~Seminar presentations, essays, research into practice presentation for professional audience, self-assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination. Evaluation of clinical skills, evidence-based practice and practice is a crucial part of the PhD program.~~

	c) Ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of research; d) The ability to critically appreciate the broader implications of applying knowledge to particular educational contexts; e) The program is designed to support incremental learning to support professional capacity and competencies.		
Level of Communication Skills	Students will demonstrate ==advanced ability== to communicate ideas, issues and conclusions clearly, using appropriate genres and media. Students will demonstrate ==advanced ability and increased autonomy== to engage in scholarly writing and presentations. Students will demonstrate the ability to adjust their communication approach based on the needs of their audience. Students will demonstrate the	All core courses. Note **Comprehensive Psychological Assessment with Children and Adolescents** specifically teaches how to communicate a diagnosis. Practica and Internship Research groups provide support, practice, and feedback in presentation of proposals, conference presentations, thesis presentation, manuscript preparation, grant applications, thesis proposal, thesis presentation, grant applications.	Presentations, simulations, mock assessments, and interventions; research into practice presentation for professional audience, knowledge mobilization activities; essays, self-assessments, peer assessments, group projects, case studies, thesis proposal, conference paper and poster presentation; manuscript preparation, grant applications, thesis presentation, thesis examination. Presentations, research into practice presentation for professional audience, essays, self-assessments, peer assessments, group projects,

	interpersonal and communication skills needed for working with children, adolescents, and families in a professional capacity. ~~Students will demonstrate the ability to communicate ideas, issues and conclusions clearly, using appropriate genres and media.~~	~~Core courses in Mind, Brain, and Education: Childhood Psychopathology; Child and Adolescent Intervention; Comprehensive Child and Adolescent Assessment; Consultation and Collaboration; Practice in the practica required in Years 1 to 3 and the internship in year 4; Professional seminar in Years 1 to 3.~~ ~~Research groups provide support, practice, and feedback in presentation of proposals, conference presentations, thesis presentation, manuscript preparation, grant applications, thesis proposal, thesis presentation, grant applications.~~	~~case studies, report writing for practica and internship. thesis proposal, conference paper and poster presentation; manuscript preparation, grant applications, thesis presentation, thesis examination.~~
Awareness of Limits of Knowledge	Students will be cognizant of the complexity of typical approaches to research in psychology, including the potential contributions of other interpretations, methods, and disciplines. Students will demonstrate ==an advanced ability== to assess the strengths and limitations of research approaches to place limits on the conclusions that can be drawn.	Core courses will review and provide greater depth into the historical context of psychology and its impact. Cores will also examine and apply other ways of knowing (e.g., indigenous interculturalism) Research groups provide support, practice, and feedback on conceptualization of research projects.	Seminar presentations & discussions, essays, research into practice presentation for professional audience, self-assessments, peer-assessments, group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination. ~~Seminar presentations, essays, research into practice presentation for professional audience, self-assessments, peer-assessments,~~

| | Students will demonstrate an awareness of their own positionality and effectively engage in bias evaluation and reflective practice.

~~Students will be cognizant of the complexity and implications of curriculum knowledge, including the potential contributions of other interpretations, methods, and disciplines.~~ | Thesis proposal, Thesis.
~~Core courses; practice seminar; practica and internship; Thesis proposal, Thesis.~~ | ~~group projects, case studies, thesis proposal, conference paper and poster presentations, manuscript preparation, grant applications, thesis presentation, thesis examination.~~ |

ITEM 14.3(i)(ii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science in Foods and Nutrition (MScFN)

ACTION:　　☒ APPROVAL　　☐ INFORMATION　　☐ DISCUSSION

Recommended:　　That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Science in Foods and Nutrition (MScFN), offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(ii).

EXECUTIVE SUMMARY:

The Brescia School of Food and Nutritional Sciences is proposing modifications to the Master of Science in Foods and Nutrition (MScFN).

ATTACHMENT(S):

Extracted from the Major Modification Proposal – Master of Science in Foods and Nutrition (MScFN)

***Extracted from the* Major Modification Proposal –
Master of Science in Foods and Nutrition (MScFN)**

The graduate program in the Brescia School of Food and Nutritional Sciences currently offers two Master's level curriculum options: (1) project-based (with practicum) Master of Science in Foods and Nutrition (MScFN) and (2) thesis-based MScFN.

The thesis-based curriculum option will be transitioned to a field in Health and Rehabilitation Sciences.

> Note: At its meeting on March 14, 2025, Senate approved that a field in "Food, Nutrition, and Human Ecology" be introduced within the Master of Science (MSc) and Doctor of Philosophy (PhD) in Health and Rehabilitation Sciences, effective September 1, 2025.

A proposal to withdraw the thesis-based curriculum option will be submitted once all the students in the program have graduated (the current students are on trajectory to complete this program by summer 2026).

With this modification the School proposes to introduce an online, course-based MScFN curriculum option that is 3 terms in length. As such, the two curriculum options that would exist in the MScFN degree would be (1) the 5-term project-based (with practicum) and (2) the proposed 3-term course-based (with practicum).

The goal of the new course-based curriculum option is to allow the students to complete their practicum (1300 hours) without a major research project, while still obtaining graduate level training. Both, the project-based and course-based curriculum options would allow students to fulfill their placements and obtain professional competencies, which make them eligible to write the Canadian Dietetic Registration Examination (CDRE) to become Registered Dietitians. In addition, both curriculum options would offer students courses covering a similar range of nutrition topics. These topics offer an advanced understanding of dietetic practice and prepare them for their future as Registered Dietitians.

The major difference between the two curriculum options is the level of depth at which the nutrition topics will be discussed within the courses. The 5-term project-based curriculum option provides an additional 0.5 FCE course compared to the proposed 3-term course-based option, and as such, project-based students will get the opportunity to learn about nutrition topics in more depth; the course-based students will get the same breadth of topics but go less in depth on each one. This will be accomplished through the proposal of two new non-practicum related courses, FN 9400: *Research and Evaluation in Dietetic Practice* and FN 9422: *Leadership and Policy in Food Environments* for the 3-term course based MScFN curriculum option. These courses were designed to be akin to non-practicum related course offerings in the 5-term project-based MScFN curriculum option.

As all of the students in the two curriculum options will be exposed to similar topics within their non-practicum related courses, and all students within in the two curriculum options will have the same practicum related courses, the learning objectives for the program will be met by both curriculum options. In the 3-term course-based option the non-practicum courses will be offered online, while in the 5-term option, non-practicum related courses will continue in person. For both curriculum options, the practicum related courses include in-person placements.

The field of dietetics in the United States has already implemented a Master's requirement for practice, and it may be implemented in Canada in the future. As such, the existing post-graduate Diploma in Dietetic Education & Practical Training (DDEPT) program, which currently follows a similar 3-term format to the course-based option proposed (online courses with a practicum and without a major research project) will no longer be a competitive program for students. In addition, the course offerings in DDEPT are not advanced enough to meet the demands of the competencies for which they were initially designed. With the introduction of 3-term course-based MScFN option, the School will close the existing DDEPT program in order to streamline the students' options to receive their competencies at the Master's level but will continue to build on the demand for a shorter program; the School will also continue to offer the 5-term project-based MScFN for those who prefer the longer program with a faculty-led major research project experience.

It is important to note that the practicum component of both curriculum options includes an evidence-based research project experience as a competency requirement. While both the 5-term project-based and proposed 3-term course-based curriculum options allow students to fulfill this competency, this is achieved in the project-based option through the major research project milestone, and in the course-based option, this will be fulfilled by the evidence-based research project milestone. Overall, the proposed addition of the 3-term course-based curriculum option will allow for the expansion and long-term sustainability of the graduate program.

Currently, the 1300-hour practicum (completed over 3 terms) is listed as a milestone in the 5-term project-based MScFN option; however, this structure has raised pedagogical concerns as it does not allow students to receive official feedback on their progression until the end of the practicum. As such, the School is proposing to break the practicum into four smaller courses that will allow the students to receive feedback on their progress on a term-by-term basis. Due to the hours dedicated to placements, the School is proposing to allocate a weight of 1.0 FCE to each one-term course to acknowledge the higher time contribution compared to a more typical one-term 0.5 FCE course. Lastly, the School is proposing that one course transverse all three practicum semesters to ensure a continuous feedback process for students' professionalism, communication, time management, and leadership skill development. This structure for the practicum component is proposed for both the existing 5-term MScFN and the proposed 3-term course-based MScFN options. This structure for the practicum component also aligns with that in other health professional graduate programs in the

Faculty of Health Sciences with practicum components (e.g., Master of Clinical Science in Speech-Language Pathology, Master of Science in Occupational Therapy).

Due to the timing and delivery model of the courses and the practicum experiences between the two options, there is no possibility for students to transition between the two curriculum options.

Lastly, along with the introduction of the new 3-term option, the School is proposing updates to program learning outcomes so they better align with the addition of the new course-based curriculum option as well as Western University's Equity, Diversity, Inclusion, Decolonization, and Accessibility (EDIDA) strategic plan.

Current program	Proposed Change(s)
Master of Science in Foods and Nutrition (thesis based) - 6 terms Course Requirements: 1.5 course credits • FN 9711 (Fall) • Electives: Pick 2 out of 3 from – FN 9111, FN 9666, FN 9211 Milestones: • Seminar • Thesis • Academic Integrity Module	Please note that admission to this curriculum option is currently suspended. The students who apply to this curriculum option are being directed to apply to graduate programming in Health and Rehabilitation Sciences under the "Food, Nutrition, and Human Ecology" field, which was approved by Senate March 14, 2025. Once all existing students in this curriculum option graduate, this curriculum option will be closed.

Master of Science in Foods and Nutrition (project-based with practicum) – 5 terms – in person
 	
Course Requirements:
• 2.0 course credits (4, 0.5 FCE courses)
• FN 9711 (Fall)
• FN 9444 (Fall)
• Electives (Winter): Pick 2 out of 3 from – FN 9111, FN 9666, FN 9211
	Master of Science in Foods and Nutrition (project-based with practicum) – 5 terms – in person
	
	Course Requirements:
	• 6.0 course credits (4 – 0.5 FCE courses and 4 – 1.0 FCE courses)
	• Non-practicum related courses:
	   ○ FN 9711 (Fall) - required
	   ○ FN 9444 (Fall) - required
	   ○ Electives (Winter): Pick 2 out of 3 from – FN 9111, FN 9666, FN 9211
	• Practicum related courses *NEW:
	   ○ FN 9001: *Practicum in Dietetics I* – required (1.0 FCE)

	o FN 9002: *Practicum in Dietetics II* – required (1.0 FCE) o FN 9003: *Practicum in Dietetics III* – required (1.0 FCE) o FN 9004: *Dietetic Professionalism* – required (1.0 FCE)
Milestones: • 1300hr practicum experience • Seminar	Milestones: • ~~1300hr practicum experience~~ • Field-based seminar – The students will be asked to attend the seminar series offered for thesis (student enrolled through Health and Rehabilitation Sciences) and project-based MScFN (practicum) students. The students must attend 100% of the seminars to complete the milestone.
• Major research project • Academic Integrity Module	• Major research project • Academic Integrity Module

Currently the 3-term course-based MScFN curriculum option does not exist.	*NEW* **Course-based MScFN** - 3 terms - online
	
	Course Requirements
	• 5.5 FCE (3 – 0.5 FCE courses, and 4 - 1.0 FCE year courses)
	• Non-practicum related courses:
	  o FN 9444 (Fall term)
	  o FN 9400: *Research and Evaluation in Dietetic Practice* (Winter term) *NEW
	  o FN 9422: *Leadership and Policy in Food Environments* (Summer term) *NEW
	• Practicum related courses *NEW:
	  o FN 9001: *Practicum in Dietetics I* – required (1.0 FCE)

	o FN 9002: *Practicum in Dietetics II* – required (1.0 FCE) o FN 9003: *Practicum in Dietetics III* – required (1.0 FCE) o FN 9004: *Dietetic Professionalism* – required (1.0 FCE) Milestones: - Academic Integrity Module - Field-based seminar – The students will be asked to attend the seminar series offered for thesis (student enrolled through Health and Rehabilitation Sciences) and project-based MScFN (practicum) students. The students must attend 50% of the seminars to complete the milestone. - Evidence-Based Practice Project – Students will complete an evidence-based research project experience as part of their practicum. Students will be asked to share and reflect on their experiences in their evidence-based research project experience as it relates to research in nutrition through formal research day presentations. Research day will be scheduled at the end of term 3.

Program Learning Outcomes

The program learning outcomes have been updated to better align with the introduction of the new curriculum option and as well as Western's EDIDA strategic plan. See Appendix 1 for the revised program learning outcomes.

Appendix 1
Revised Program Learning Outcomes

Depth and Breadth of Knowledge

- Demonstrate knowledge in the disciplines of food and nutrition from biological, physiological, social justice, political, ethical, and environmental perspectives.
- Develop and apply dietetic practice skills in the areas of nutrition care, population health promotion, and food provision.
- ~~Integrate relevant knowledge in agriculture, food industry, leadership and management, health relates and other disciplines into foods and nutrition~~
- ~~Expand knowledge on current insights and practices, practice-based research, and experience-based issues or alternative to resolve problems faced by Registered Dietetics and foodservice managers~~
- ~~Organize dietetics and good services around client needs and expectations~~
- ~~Increase stakeholder participation and collaboration to enable students to develop/enhance their competency levels to practice~~

Research and Scholarship

- Critically interpret and evaluate research in foods and nutrition.
- Through research, synthesize new knowledge in foods and nutrition to inform clinical practice.
- ~~Understand the application of quantitative and qualitative methods of research in foods and nutrition~~
- ~~Analyze and critically evaluate research in food and nutrition~~
- ~~Apply research methods to inform and/or develop best practices by dietitians~~
- ~~Conduct actual research projects~~

Level of Application of Knowledge

- Assess, plan, implement, and monitor food and nutrition related care- and program-plans for a variety of different populations and settings.
- Integrate clinical and ethical reasoning to guide professional decisions in the areas of assessment, planning, implementation, and monitoring as it relates to evidence-based dietetic practice.

Professional Capacity/Autonomy

- Practice dietetics in a manner that engages cultural humility and embraces inclusivity and openness to diverse perspectives and lived experiences.
- Demonstrate and maintain academic and professional integrity and adherence to ethical standards and regulatory requirements.
- ~~Develop resources/tools for us with clients/patients~~
- ~~Objective Structured Clinical Examinations (OSCEs) using simulated patients~~

- Apply statistical methods to a series of data sets and interpreting their results
- Participate in research practicum, class presentations, and workshops

Level of Communication Skills

- Through collaborative practice, clearly communicate existing and emerging evidence related to dietetic practice and client centered care.
- Effectively and respectfully communicate with clients/patients, professional colleagues, partners, and other invested parties.
- Enhance the graduates' competence to practice as entry-level dietitians, including awareness of legal and ethical guidelines governing practice.
- Provide graduates with knowledge and transferable skills to conduct research in an ethical manner
- Exercise personal responsibility and initiative in decision-making for client/patients and complex cases
- Demonstrate oral and written communication skills in dealing with clients/patients, professional colleagues and stakeholders from a variety of health disciplines
- Express individual reflections on learning and actions
- Encourage the students to present their research findings in various forums and writing their manuscripts for publications

Awareness of Limits of Knowledge

- Recognize the complex and dynamic nature of dietetic practice.
- Participate in reflective, professional practice and demonstrate ongoing learning.
- Recognize and respect the scope of practice in dietetics and other professions in optimizing client/patient-centered outcomes.
- Realize multiple areas of practice withing foods and nutrition
- Understand the potential impact and contributions of various disciplines on food supply and nutritional status
- Recognize the complexity of client/patient centered care, especially current medical nutrition management of selected disease conditions
- Identify strengths and limitations of the current curriculum and propose strategies to fill knowledge gaps
- Explore and review conflicting priorities and agenda of policy and decision makers.

ITEM 14.3(i)(iii) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Clinical Science (MCISc) in Advanced Health Care Practice

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective September 1, 2025, the Master of Clinical Science (MCISc) in Advanced Health Care Practice, offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(iii).

EXECUTIVE SUMMARY:

The Faculty of Health Sciences is proposing major modifications to the Master of Clinical Science (MCISc) in Advanced Health Care Practice.

ATTACHMENT(S):

Extracted from the Major Modification Proposal – Master of Clinical Science (MCISc) in Advanced Health Care Practice

***Extracted from the* Major Modification Proposal**
Master of Clinical Science (MCISc) in Advanced Health Care Practice

The Master of Clinical Science (MCISc) in Advanced Health Care Practice (AHCP) is a one-year, non-thesis graduate program for experienced health-care providers seeking advanced clinical training. The program has four fields: Comprehensive Musculoskeletal Physiotherapy, Sport and Exercise Medicine, Upper Extremity Rehabilitation, and Wound Healing.

The Advanced Health Care Practice program proposes the following modifications to the four fields:

A. Eliminating one course (Field course C) from all field with consolidation and redistribution of the course material into remaining coursework (Field course A and Field course B);

B. Replacing a second required course for the Wound Healing field (AHCP 9615: *Advanced Professionalism and Leadership in Wound Care*) with AHCP 9610: *Advancing Leadership and Education in Advanced Health Care Practice* and consolidating other topics in advanced professional and leadership in wound care to Wound Healing courses (Field course A and Field course B). Incorporating materials from AHCP 9615 into AHCP 9610 will create efficiencies in professional and leadership education and will create one course where students in all fields collaborate and develop knowledge and expertise in professionalism and leadership;

C. Standardizing coursework across all four program fields so that students in all fields will take the following courses: AHCP 9600: *Critical Appraisal of the Health Literature*; AHCP 9610: *Advancing Leadership and Education in Advanced Health Care Practice*; AHCP 9620: *Clinical Mentorship*; and AHCP 9630: *Research Project*. Students will also take two field specific courses during their 3 terms: Field course A and Field course B.

D. Reducing the research project course (AHCP 9630: *Research Project*) to 2 terms from 3 terms; and

E. Offering a part-time option.

A rationale for each of the modifications listed above is provided below.

A. Eliminating one course requirement for each field

The decision to eliminate a field course (Field course C) and consolidate/redistribute its content across the remaining six courses is based on program experience and student feedback. Overlapping concepts across field-specific and other courses were identified which presented an opportunity to consolidate content, creating a more cohesive and streamlined curriculum. Students reported that the previous course structure often felt

overwhelming, affecting their ability to keep up and retain information. By reducing the number of courses and redistributing content, the Faculty aims to streamline the workload, and enhance the learning experience, while maintaining program-level learning outcomes and adherence to Western's graduate degree-level expectations.

B. Standardizing coursework requirements across all program fields

The Faculty is proposing to standardize coursework requirements across all program fields. All fields will take two field-specific courses (Field course A and Field course B) in which students will acquire specialized knowledge, skills, and competencies associated with their specific field to achieve both field specific and program-level learning outcomes. In addition, all students across the fields will take the following four courses: AHCP 9600: *Critical Appraisal of the Health Literature*; AHCP 9610: *Advancing Leadership and Education in Advanced Health Care Practice*, AHCP 9620: *Clinical Mentorship*, and AHCP 9630: *Research Project*. This approach streamlines curriculum design, ensuring efficient use of resources and consistent delivery while promoting equity by providing all students with equal access to the same high-quality course instructors and learning opportunities. It also fosters interdisciplinary/interprofessional learning and collaboration by offering a shared knowledge base, enabling students from different fields to learn, work, and grow together more effectively. Most importantly, it ensures consistent core knowledge, aligning student learning with the four pillars of practice: (1) clinical practice, (2) facilitating independent education, (3) leadership, and (4) evidence, research, and development (including knowledge translation and implementation science), preparing them for successful careers and leadership roles in their chosen profession.

C. Reducing AHCP 9630 (Research Project) to 2 terms from 3 terms

Reducing the research project course (AHCP 9630) from three terms to two is based on ongoing program-level continuous quality improvement discussions and student feedback. Condensing the timeline removes some inefficiency in the course because a course review indicated that much of the first term in AHCP 9630 was mainly focused on orientation and planning. Orientation and planning for this course will now be done in AHCP 9600: *Critical Appraisal of the Health Literature*. Integrating planning and research preparation into AHCP 9600 equips students with essential skills, such as understanding research methods and developing a prospectus, so they can begin substantive work in AHCP 9630: *Research Project* immediately. This allows students to complete high-quality, targeted projects within two terms without compromising quality or outcomes. This change maintains rigour, reduces student stress, enhances student success and we believe will assist with outcomes in student satisfaction.

D. Offering a part time option

Offering a part-time option that extends the one-year program to two years addresses several key challenges faced by the working clinicians who enroll in these AHCP fields and addresses an EDIDA recommendation from the recent IQAP review. Many

clinicians struggle to balance a heavy workload with family commitments, which has led some to leave the program. A part-time structure allows clinicians to continue their education while managing professional and personal responsibilities. It also promotes work-life balance, ensuring that all clinicians can enhance their expertise and advance their careers without sacrificing personal commitments. For those returning to academia after a long break, the part-time option provides the time needed to re-develop academic skills and adjust to the demands of a fast-paced program. Additionally, the part-time format offers greater financial flexibility, making the program more accessible to students from underserved and equitable groups, allowing them to afford the education that will enhance their careers. This change recognizes inclusivity, accessibility, and long-term success for all students.

FIELD	Current State	Proposed State
Upper Extremity Rehabilitation (UER)	3 terms Total pass credits: 4.25 Required courses: 6 Electives: 1 Non-credit milestones: 1	3 terms Total pass credits: 3.5 Required courses: 6 Electives: 0 Non-credit milestones: 1
Required courses		
	AHCP 9600 – Critical Appraisal of Health Literature	AHCP 9600 – Critical Appraisal of Health Literature
	AHCP 9681 – Foundations of Upper Extremity Rehabilitation	~~AHCP 9681 – Foundations of Upper Extremity Rehabilitation~~
	AHCP 9682 – Rehabilitation of Hand Conditions	AHCP 9682 – Rehabilitation of Hand Conditions
	AHCP 9683 – Rehabilitation of Shoulder and Elbow Conditions	AHCP 9683 – Rehabilitation of Shoulder and Elbow Conditions
	AHCP 9620 – Clinical Mentorship (3 terms)	AHCP 9620 – Clinical Mentorship (3 terms)
	AHCP 9630 – Research Project (3 terms)	AHCP 9630 – Research Project (2 terms)
		AHCP 9610 – Advancing Leadership and Education in AHCP
Elective courses		
	Elective or AHCP 9610	None
Milestones	Academic Integrity Module	Academic Integrity Module

FIELD	Current State	Proposed State
Comprehensive Musculoskeletal Physiotherapy (CMP)	3 terms Total pass credits: 4.25 Required courses: 7 Electives: 0 Non-credit milestones: 1	3 terms Total pass credits: 4.0 Required courses: 6 Electives: 0 Non-credit milestones: 1
Required courses		
	AHCP 9600 – Critical Appraisal of Health Literature	AHCP 9600 – Critical Appraisal of Health Literature
	AHCP 9640 – Advanced Orthopaedics	AHCP 9640 – Consolidation in Musculoskeletal Physiotherapy Practice
	AHCP 9650 – Advanced Orthopaedics II	AHCP 9650 – Advanced Practice in Musculoskeletal Physiotherapy
	AHCP 9680 – Clinical Consolidation (CMP)	AHCP 9680 – Clinical Consolidation (CMP)
	AHCP 9620 – Clinical Mentorship (3 terms)	AHCP 9620 – Clinical Mentorship (3 terms)
	AHCP 9630 – Research Project (3 terms)	AHCP 9630 – Research Project (2 terms)
	AHCP 9610 – Advancing Leadership and Education in AHCP	AHCP 9610 – Advancing Leadership and Education in AHCP
Elective courses		
	None	None
Milestones	Academic Integrity Module	Academic Integrity Module
	On-site Residencies	On-site Residencies

FIELD	Current State	Proposed State
Sport and Exercise Medicine (SEM)	**3 terms** **Total pass credits: 4.25** **Required courses: 7** **Electives: 0** **Non-credit milestones: 1**	**3 terms** **Total pass credits: 3.5** **Required courses: 6** **Electives: 0** **Non-credit milestones: 1**
Required courses		
	AHCP 9600 – Critical Appraisal of Health Literature	AHCP 9600 – Critical Appraisal of Health Literature
	AHCP 9691 – Advanced Management in SEM 1: Lower Quadrant	AHCP 9691 – Advanced Management in SEM 1: Lower Quadrant
	AHCP 9692 – Advanced Management in SEM 2: Upper Quadrant	AHCP 9692 – Advanced Management in SEM 2: Upper Quadrant
	AHCP 9693 – Transformational Topics in SEM	~~AHCP 9693 – Transformational Topics in SEM~~
	AHCP 9620 – Clinical Mentorship (3 terms)	AHCP 9620 – Clinical Mentorship (3 terms)
	AHCP 9630 – Research Project (3 terms)	AHCP 9630 – Research Project (2 terms)
	AHCP 9610 – Advancing Leadership and Education in AHCP	AHCP 9610 – Advancing Leadership and Education in AHCP
Elective courses		
	None	None
Milestones	Academic Integrity Module	Academic Integrity Module
	On-site Residencies	On-site Residencies

FIELD	Current State	Proposed State
Wound Healing (WH)	**3 terms** **Total pass credits: 3.25** **Required courses: 7** **Electives: 0** **Non-credit milestones: 1**	**3 terms** **Total pass credits: 3.0** **Required courses: 6** **Electives: 0** **Non-credit milestones: 1**
Required courses		
	AHCP 9600 – Critical Appraisal of Health Literature	AHCP 9600 – Critical Appraisal of Health Literature
	AHCP 9660 – Wound Management	AHCP 9660 – Wound Management
	AHCP 9670 – Advanced Wound Treatment	AHCP 9670 – Advanced Wound Treatment
	AHCP 9690 – Clinical Consolidation (WH)	~~AHCP 9690 – Clinical Consolidation (WH)~~
	AHCP 9620 – Clinical Mentorship (3 terms)	AHCP 9620 – Clinical Mentorship (3 terms)
	AHCP 9630 – Research Project (3 terms)	AHCP 9630 – Research Project (2 terms)
	AHCP 9615 – Advanced Professionalism and Leadership in Wound Care	AHCP 9610 – Advancing Leadership and Education in AHCP
Elective courses		
	None	None
Milestones	Academic Integrity Module	Academic Integrity Module
	On-site Residencies	On-site Residencies

The broad but applicable program learning outcomes will not be changed.

ITEM 14.3(i)(iv) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Interdisciplinary Medical Sciences

ACTION: ☒ APPROVAL ☐ INFORMATION ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective May 1, 2026, the Master of Science (MSc) in Interdisciplinary Medical Sciences, offered by the School of Graduate and Postdoctoral Studies, be renamed as the Master of Science (MSc) in Medical Sciences as described in Item 14.3(i)(iv).

EXECUTIVE SUMMARY:

Interdisciplinary Medical Sciences (IMS) is proposing to change the name of its current course-based graduate program from Master of Science (MSc) in Interdisciplinary Medical Sciences to Master of Science (MSc) in Medical Sciences. The rationale for this name change is that IMS would like to put more of an emphasis on the medical science aspect of the program, relative to interdisciplinary, in the program name.

To date, IMS has graduated three cohorts of students, and it currently has the fourth cohort enrolled in the program. Over the years, IMS has received informal feedback from applicants at recruitment events asking about the word 'interdisciplinary' and what it means. More recently, IMS received feedback that the term interdisciplinary may deter some applicants. IMS has struggled to recruit and enroll those who identify as male into the program; the number of male and female students enrolled in the program over the past four years are included below for reference.

Cohort 1: 3/15 males enrolled; 20% male and 80% female
Cohort 2: 2/16 males enrolled; 12.5% male and 87.5% female
Cohort 3: 4/31 males enrolled; 12.9% male and 87.1% female
Cohort 4: 3/20 males enrolled; 15% males and 85% female

The literature also supports this disparity and highlights why it is problematic; women have been reported to be more drawn to interdisciplinary studies than men, and that they could have career disadvantages because of it (Rhoten and Pfirman, 2007).

After hearing this feedback, the core program team reflected on the name and acknowledged that a change could be warranted. IMS also wants to highlight that, although there are aspects of the program that emphasize interdisciplinarity, the focus is on medical sciences and research.

Therefore, IMS is proposing a re-branding modification to recruit a more diverse applicant pool. Although the change in program name will not have any impacts on learning, IMS does believe that having a more representative cohort will improve the learning experience for all students, especially because the program requires significant

discussion and collaborative activities that would benefit from a more diverse group of learners. IMS has also done an informal environmental scan of other similar programs across the country and many of them have a similar name that includes 'medical sciences'. IMS believes that having a program name that is familiar across schools is an asset for graduates because potential employers better recognize the name. This will also allow IMS to focus its recruitment efforts on how its program differs and what is unique compared to other similar programs.

Current students will not be affected by this change. The proposal is to change the name effective May 1, 2026, for the next cohort.

ITEM 14.3(i)(v) – School of Graduate and Postdoctoral Studies: Major Modification to the Master of Science (MSc) in Mathematics

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of ACA, Senate approve that effective January 1, 2026, the Master of Science (MSc) in Mathematics, offered by the School of Graduate and Postdoctoral Studies, be revised as shown in Item 14.3(i)(v).

EXECUTIVE SUMMARY:

The Department of Mathematics proposes to add a project-based option to the existing thesis- and course-based options in the Master of Science (MSc) in Mathematics.

The introduction of a project-based option stems from a recommendation made in the 2024-25 cyclical program review of the graduate program in Mathematics. The reviewers pointed out that offering students a project-based option would enhance the program learning outcomes related to research and scholarship.

Currently, the course-based MSc is a 1-year program with a requirement of 4.0 courses. The thesis-based MSc is a 2-year program with requirements of 2.0 courses and a thesis. The proposed project-based MSc is a 1-year program with requirements of 3.0 courses and a major research project.

Current program MSc	Proposed Change(s) MSc
Course-Based (3 terms) Courses (4.0 courses) Students must select a number of courses from a defined list Milestones (1) Academic Integrity Module **Thesis-Based (6 terms)** Courses (2.0 courses) Students must select a number of courses from a defined list Milestones (2) Academic Integrity Module, Thesis	**Course-Based (3 terms)** Courses (4.0 courses) Students must select a number of courses from a defined list Milestones (1) Academic Integrity Module **Thesis-Based (6 terms)** Courses (2.0 courses) Students must select a number of courses from a defined list Milestones (2) Academic Integrity Module, Thesis

	Project-Based (3 terms) Courses: (3.0 courses) Students must select a number of courses from a defined list Milestones (2) Academic Integrity Module, Major Research Project

Students in all curriculum options have assigned supervisors, who in addition to supervising the student's project or thesis, advise them in selecting appropriate courses from the defined list of courses offered by the Department of Mathematics.

This addition will allow the program to enhance the delivery of program learning outcomes related to research and scholarship but will not change program learning outcomes.

Current MSc students will have the option of switching into the new curriculum option. Students interested in doing so will be asked to do so in the first term of the program to ensure the availability of research projects.

ITEM 14.3(j) – New Donor-Funded Scholarships, Awards and Prizes

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

On behalf of the Senate, ACA approved the establishment of the terms of reference for the new donor-funded scholarships, awards and prizes shown in Item 14.3(j), for recommendation to the Board of Governors through the President & Vice-Chancellor.

ATTACHMENT(S):

New Donor-Funded Scholarships, Awards and Prizes

New Donor-Funded Scholarships, Awards and Prizes

Athletics

Dr. Karen Danylchuk Award
Awarded annually to a graduating student who self-identifies as a woman student-athlete who has shown the highest achievement during her university career in athletics, scholarship and university life. Selection Criteria: 1. Demonstrated excellence within the intercollegiate athletic program at Western; 2. Registration as a full-time student, with at least a 'B' average in the previous year's work, and completion of at least three years of full-time study at Western or at one of the affiliated colleges by May of the academic year of the award; and 3. Contributions to university life. The successful candidate will have established a fairly prominent position in each of the three areas listed.

Value: trophy
Effective Date: 2025-2026 academic year

Faculty of Arts and Humanities

Brescia Faculty Legacy Bursary in Arts and Humanities
Awarded to full-time undergraduate students in the Faculty of Arts and Humanities based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

This award was established by the generosity of the Brescia Faculty Association whose members wished to leave a legacy supporting students for generations to come.

Faculty of Engineering

Trojan Technologies Operations Scholarship
Awarded to students in Year 3 of Mechanical, Electrical, Computer, Mechatronics, Integrated or Chemical Engineering within the Faculty of Engineering based on academic achievement and an interest in pursuing a career in Engineering supporting Manufacturing Operations. Preference will be given to candidates who self-identify as a woman. Students in a combined BESc degree are not eligible. Students will be required to complete an application form in accordance with the deadline announced annually by Engineering (approx. September 30). A limited number of applicants will be chosen to participate in an interview. Candidates must be Canadian citizens or eligible to work in Canada. A selection committee made up of representatives from the Faculty of Engineering will short list applicants for the scholarship. Short-listed candidates will be interviewed by a representative of Trojan Technologies and the Engineering selection committee. Final selection of recipients will be made by the Faculty of Engineering.

Recipients will have an opportunity to interview for a co-op placement with Trojan Technologies. Students are not guaranteed a co-op with Trojan Technologies. An offer of full-time employment with Trojan Technologies may also be extended pending successful completion of the program and co-op. A recipient is not obligated to participate in the work term or accept employment with Trojan Technologies to receive the scholarship.

Value: 1 at $10,000 awarded annually
Effective Date: 2025-2026 to 2029-2030 academic years inclusive

The scholarship is made possible by a contribution from Trojan Technologies.

Faculty of Health Sciences

Brescia Faculty Legacy Bursary in the Brescia School of Food and Nutritional Sciences
Awarded to full-time undergraduate students in the Brescia School of Food and Nutritional Sciences, Faculty of Health Sciences, based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

This award was established by the generosity of the Brescia Faculty Association whose members wished to leave a legacy supporting students for generations to come.

Dr. H. Leonard Sussman and Mrs. Pam Sussman Continuing Award in Nursing
Awarded to full-time undergraduate students in the 4-yr Nursing program, Arthur Labatt Family School of Nursing, Faculty of Health Sciences, who have demonstrated financial need and academic achievement. The recipients must be Canadian citizens or permanent residents. Preference will be given to students who have worked through adversity, showing dedication and determination in their pursuit of a nursing career. This award will continue for up to four years provided that the recipients meet the eligibility criteria of maintaining a 70% average in their Nursing program and continuing to demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year.

Value: 4 at $5,000, awarded annually, continuing for four years
Effective Date: 2025-2026 academic year

This award was established through a generous gift from Dr. H. Leonard Sussman and Mrs. Pam Sussman.

<u>Dr. H. Leonard Sussman and Mrs. Pam Sussman Continuing Award in Nursing (CTF)</u>
Awarded to full-time undergraduate students in the Compressed Time-Frame Nursing program, Arthur Labatt Family School of Nursing, Faculty of Health Sciences, who have demonstrated financial need and academic achievement. The recipients must be Canadian citizens or permanent residents. Preference will be given to students who have worked through adversity, showing dedication and determination in their pursuit of a nursing career. This award will continue for up to two years provided that the recipients meet the eligibility criteria of maintaining a 70% average in their Nursing program and continuing to demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year.

Value: 4 at $5,000, awarded annually, continuing for 2 years
Effective Date: 2025-2026 academic year

This award was established through a generous gift from Dr. H. Leonard Sussman and Mrs. Pam Sussman.

<u>Nursing Class of 1973 Bursary</u>
Awarded to full-time undergraduate students in the Faculty of Health Sciences based on financial need. Preference will be given to candidates in the Arthur Labatt Family School of Nursing. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

This bursary was established by the Nursing Class of 1973, in recognition of their 50th anniversary since graduation. This small-but-mighty, determined and resourceful class proved to be a force for innovation and change. Inspired by their own challenges and opportunities, the Nursing Class of 1973 acknowledges the financial challenges that new generations of BScN undergraduates will continue to face as they strive to reach their potential for excellence in the profession of Nursing.

Ivey Business School

<u>Vivek & Neha Kalwani HBA Leadership Award</u>
Awarded to a full-time student entering the HBA1 program at the Ivey Business School based on academic excellence and leadership impact through community involvement. Preference will be given to candidates who are first-generation students and/or members of equity-deserving groups. The HBA Scholarship Committee will make the final selection of the recipient.

Value: 1 at $5,000
Effective: 2025-2026 – 2029-2030 academic years inclusive

Faculty of Law

Koskie Minsky Litigation Award of Excellence
Awarded to full-time undergraduate students in the Faculty of Law based on academic achievement in the Litigation capstone course, or other courses in Litigation. The Faculty of Law will select the recipients.

Value: 1 at $5,000 awarded annually
Effective Date: 2025-2026 to 2027-2028 academic years inclusive

This award is made possible by a generous donation from Koskie Minsky.

Don Wright Faculty of Music

Michael Cavanagh Memorial Award
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to BMus Music Performance Voice candidates in year 2 or beyond who demonstrate performance excellence. The Don Wright Faculty of Music will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

This award has been established by Jackalyn Short, BMus'86 in memory of her late husband, Michael David Cavanagh (1961-2024). Born in Winnipeg, Manitoba, Mike was a world renowned opera director and also Director of Opera for the Royal Swedish Opera. His innovative, ambitious, and often-comedic work has been celebrated on stages across the globe, yet his true heart lay at home with his family in London, Ontario where he also enjoyed teaching and directing at The Don Wright Faculty of Music. This award is aimed at supporting students who share a love of Opera and are pursuing excellence in vocal performance.

Zorka Novak Smet Award in Music
Awarded to full-time undergraduate students in the Don Wright Faculty of Music based on academic achievement. Preference will be given to candidates in the BMus program who demonstrate performance excellence in a strings instrument (violin, viola, cello, double bass). The Don Wright Faculty of Music will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

Zorka Novak Smet established this award to commemorate her sister, Sylvia Novak (daughter of Vinko and Ella Novak). Sylvia was a violinist who graduated in 1971 from the Don Wright Faculty of Music. In the final year of her program, she developed rheumatoid arthritis (RA), particularly affecting her fingers with pain and deformities that did not respond to medical treatment. Two years after she graduated, this horrible disease forced her to cease her violin-playing career.

Schulich School of Medicine & Dentistry

<u>Dr. H. Leonard Sussman and Mrs. Pam Sussman Continuing Award in Medicine</u>
Awarded to full-time undergraduate students in the Doctor of Medicine (MD) program, Schulich School of Medicine & Dentistry, who have demonstrated financial need and academic achievement. The recipients must be Canadian citizens or permanent residents. Preference will be given to students who have worked through adversity, showing dedication and determination in their pursuit of a medical career. This award will continue for up to four years provided that the recipients meet the eligibility criteria of progressing in the MD program and continuing to demonstrate financial need each year. Online financial assistance applications are available through Student Center and must be submitted by September 30. The Office of the Registrar will select the recipients. If a student does not qualify to retain the award, a replacement recipient will be selected from the same year.

Value: 6 at $5,000, awarded annually, continuing for four years
Effective Date: 2025-2026 academic year

This award was established through a generous gift from Dr. H. Leonard Sussman and Mrs. Pam Sussman.

<u>Fichter – Maglin Clinical Neurological Sciences Impactful Research Award</u>
Awarded to residents in the Department of Clinical Neurological Sciences, Schulich School of Medicine & Dentistry, based on academic achievement and research impact. Preference will be given to candidates in neurosurgery (with a research focus on infant brain hemorrhage and hydrocephalus) who are recognized for their research presentation at a meeting or conference. The Department of Clinical Neurological Sciences, Schulich School of Medicine & Dentistry will select the recipients.

Value: 1 at $1,200 awarded annually
Effective Date: 2025-2026 academic year

This award was established by a generous gift from Maglin Site Furniture through Children's Health Foundation. The award is intended to further the education and research of a Paediatric neurosurgery resident working on infant brain hemorrhage and hydrocephalus.

<u>Robert G. Tsushima Graduate Scholarship in Physiology and Pharmacology</u>
Awarded to full-time Doctoral students in the Physiology & Pharmacology program or students that have recently graduated from the Physiology & Pharmacology program, Schulich School of Medicine & Dentistry. Awards will be based on academic achievement and research excellence. The Graduate Studies Awards Committee in the Department of Physiology & Pharmacology will select the recipients. At least one representative of the committee must hold current membership in the School of Graduate and Postdoctoral Studies.

Value: 1 at $1,000 awarded annually
Effective Date: May 2025

This award was established by Dr. Robert G. Tsushima, Ph.D. Pharmacology, in recognition of his outstanding educational experiences, research training, and leadership opportunities, particularly remarkable mentorship provided by Dr. Margaret 'Marni' P. Moffat. Dr. Moffat was a valued faculty member in the former Department of Pharmacology & Toxicology at Western University.

Faculty of Social Science

<u>Brescia Faculty Legacy Bursary in Social Science</u>
Awarded to full-time undergraduate students in the Faculty of Social Science based on financial need. Online financial assistance applications are available through Student Center and must be submitted by October 31. The Office of the Registrar will select the recipients.

Value: 1 at $1,000 awarded annually
Effective Date: 2025-2026 academic year

This award was established by the generosity of the Brescia Faculty Association whose members wished to leave a legacy supporting students for generations to come.

ITEM 14.4(a) – Report on Promotion, Tenure and Continuing Appointment

ACTION: ☐ APPROVAL ☒ INFORMATION ☐ DISCUSSION

EXECUTIVE SUMMARY:

Per the terms of reference for the Senate Committee on University Planning, the attached annual report was provided for information to the committee at its May 26, 2025 meeting; it is provided to Senate for information.

Attached are reports summarizing the information requested on the designated group status of those individuals considered for Promotion, Tenure and/or Continuing Appointment under the UWOFA and UWOFA-LA Collective Agreements for 2024-2025.

As in previous years, these reports are provided with the following notes:
- The information related to the designated groups was provided by the Office of Faculty Relations.
- The information provided is in aggregate form only and was drawn from the Western's Equity Census database and the WIDE Survey with the exception of gender which was drawn from the Human Resources Information System.
- All information in the database, with the exception of gender, is obtained through the self-identification Western Equity Census / WIDE Survey sent to employees; therefore, information is only available for those individuals who have completed the Census / Survey.
- Where the information is unknown, it is considered to be a "no response" (i.e., not a member of a designated group).
- For reasons of confidentiality, the information provided in these reports is suppressed in cases where there are fewer than 5 individuals in the group considered for Promotion, Tenure and/or Continuing Appointment. Data may also be suppressed where deemed necessary by the Office of Faculty Relations

ATTACHMENT(S):

Report on Promotion, Tenure and Continuing Appointment

2024-2025 REPORT ON PROMOTION AND/OR TENURE OR CONTINUING STATUS CASES CONSIDERED UNDER THE FACULTY COLLECTIVE AGREEMENT

(as required under Clause 24 in the Article *Promotion, Tenure and Continuing Status*)

Clause 24 (a) - Total cases considered for Promotion and/or Tenure or Continuing status (Clause 16)

Men	34
Women	27
Indigenous peoples	0
Members of racialized groups	10
Persons with Disabilities	2

Clause 24 (b) & (d) - Probationary Assistant Professors or Probationary Assistant Professors, TS considered for Promotion and/or Tenure or Continuing Status

	Process initiated by Dean in the last year - Clause 18.1	Process initiated by Dean in any year before the last year - Clause 18.3	Process initiated by Member by March 1 of 3rd year for consideration in the 4th year - Clause 18.4	Process initiated by Member by March 1 in the last year notwithstanding leave extensions - Clauses 18.7.1	Positive Committee recommendation - Clause 20	Negative Committee recommendation - Clause 20	Positive Provost decision - Clause 21	Negative Provost decision - Clause 21
Men	11	4	4	0	19	0	19	0
Women	11	3	0	2	16	0	16	0
Indigenous peoples	0	0	s	s	0	0	0	0
Members of racialized groups	4	0	s	s	4	0	4	0
Persons with Disabilities	0	0	s	s	1	0	1	0

Clause 24 (c) - Probationary Associate Professors or Probationary Associate Professors, TS considered for Promotion and/or Granting of Tenure or Continuing Status

	Process initiated by the Dean in the last year of the appointment - Clause 18.2	Process initiated by Dean in any year before the last year - Clause 18.3		Positive Committee recommendation - Clause 20	Negative Committee recommendation - Clause 20	Positive Provost decision - Clause 21	Negative Provost decision - Clause 21
Men	0	1		1	0	1	0
Women	3	0		3	0	3	0
Indigenous peoples	s	s		s	s	s	s
Members of racialized groups	s	s		s	s	s	s
Persons with Disabilities	s	s		s	s	s	s

Clause 24 (e) & (f) - Tenured Associate Professors or Tenured Associate Professors, TS with Continuing Status considered for Promotion

	Process initiated by Dean - Clause 18.5	Process initiated by Member no earlier than three years after promotion to Associate Professor - Clause 18.6		Positive Committee recommendation - Clause 20	Negative Committee recommendation - Clause 20	Positive Provost decision - Clause 21	Negative Provost decision - Clause 21
Men	11	3		14	0	14	0
Women	6	2		8	0	8	0
Indigenous peoples	0	0		0	0	0	0
Members of racialized groups	3	3		6	0	6	0
Persons with Disabilities	1	0		1	0	1	0

Clause 24 (g) -Limited-Term Assistant and Associate Professors Considered for Promotion

	Process initiated by Dean - Clause 18.5.1	Process initiated by Member - Clause 18.4.2	Process initiated by Member - Clause 18.6.1	Positive Committee recommendation - Clause 20	Negative Committee recommendation - Clause 20	Positive Provost decision - Clause 21	Negative Provost decision - Clause 21
Men	0	0	0	0	0	0	0
Women	0	0	0	0	0	0	0
Indigenous peoples	0	0	0	0	0	0	0
Members of racialized groups	0	0	0	0	0	0	0
Persons with Disabilities	0	0	0	0	0	0	0

Promotion and/or Tenure	61

The information related to the designated groups was provided by the Office of Faculty relations. This information was provided, in aggregate form only, from the Employment Equity database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, with the exception of gender, equity data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.

2008-2025 REPORT ON PROMOTION AND/OR TENURE CASES CONSIDERED UNDER THE LIBRARIAN AND ARCHIVIST COLLECTIVE AGREEMENT

(as required under Clause 27 in the Article *Promotion and Continuing Appointment*)

Total cases considered for Promotion and/or Continuing Appointment							
Men	12						
Women	27						
Indigenous peoples	0						
Members of racialized groups	3						
Persons with Disabilities	2						

Probationary General Rank considered for Promotion to Assistant, Assistant for Promotion to Associate, and Member at Associate Rank considered for Promotion to Senior Rank							
	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of probationary period	Process initiated by the Chief Librarian or Dean or Designate	Process initiated by the Member (including under Appendix B)	Positive Committee recommendation - Clause 20	Negative Committee recommendation - Clause 20	Positive Provost decision - Clause 23.4	Negative Provost decision - Clause 23.4
Men	1	2	1	4	0	4	0
Women	5	1	4	10	0	10	0
Indigenous peoples	0	s	0	s	0	s	0
Members of racialized groups	0	s	0	s	0	s	0
Persons with Disabilities	0	s	0	s	0	s	0

Probationary Appointees considered for Continuing Appointment							
	Process initiated by the Chief Librarian, Dean or Designate within the first month of the last year of the Member's probationary period at the General Rank	Process initiated by Chief Librarian or Dean within the first month of the last year of the probationary period combined with process initiated by Member	Process initiated by the Chief Librarian or Dean at any time prior to final six months of probationary period	Positive Committee recommendation - Clause 20	Negative Committee recommendation - Clause 20	Positive Provost decision - Clause 23.4	Negative Provost decision - Clause 23.4
Men	0	8	0	8	0	8	0
Women	1	14	2	17	0	17	0
Indigenous peoples	s	0	s	0	0	0	0
Members of racialized groups	s	2	s	2	0	2	0
Persons with Disabilities	s	1	s	1	0	1	0

Total cases considered for Promotion and/or Continuing Appointment	39

The information related to the designated groups was provided by the Office of Faculty relations. This information was provided, in aggregate form only, from the Employment Equity database. All information in this database is obtained through the self-identification surveys sent to employees. Therefore, information about membership in a designated group is only available for individuals who completed the equity survey. Those who have not completed a survey and who were considered for tenure and/or promotion are counted as not being members of a designated group. For reasons of confidentiality, with the exception of gender, equity data is suppressed (s) in cases where there were fewer than 5 individuals considered in a group (i.e. under a given Clause). The equity data for the total cases considered has not been suppressed.
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ITEM 14.4(b) – James G. McLeod Professorship in Family Law

ACTION: ☒ APPROVAL   ☐ INFORMATION   ☐ DISCUSSION

Recommended: That on the recommendation of the Senate Committee on University Planning(SCUP), Senate approve the revised Terms of Reference for the James G. McLeod Professorship in Family Law established in November 2007 at the Faculty of Law.

EXECUTIVE SUMMARY:

Originally, the Professorship supported appointments during the January Term. The University no longer offers January Term courses, so this change is required to enable the Faculty of Law to allocate funds available for spending in the endowment.

Approval Process
MAPP Policy 2.22 Appendix 2 provides both an open and a confidential process for the approval of academic positions. University Advancement is utilizing the open process in respect of this Chair/Professorship/Fellowship.

Under the open process, the proposal is submitted to the committee for recommendation to Senate. It will then be brought to the Property and Finance Committee of the Board for approval on behalf of the Board.

Donor and Funding
An endowment to support the Professorship was established in 2007 through generous donations from many donors who wished to honour the legacy of James G. McLeod.

Effective Date
July 1, 2025

Purpose
Western Law will recruit and appoint McLeod Professors to teach special topic courses on issues in the field of Family Law. This will directly meet the need for focused education for students in this area and allow flexibility to vary both teachers and topics over time.

Criteria
Appointments to the position will be conducted according to the University's relevant Policies and Procedures and according to Policy 2.22 – Funding of Academic Chairs, Professorships and Designated Faculty Fellowships of the University. (https://www.uwo.ca/univsec/pdf/policies_procedures/section2/mapp222.pdf)

Appointments will be to teach special topic courses in the Faculty of Law.

Allowable Expenses
Funds available will continue to be used to support travel, housing/accommodation and support costs while at Western, in addition to providing an honorarium for the McLeod Professor.

The Dean of the Faculty of Law, or their designates, will be responsible for allocating and spending.

Reporting
The University agrees to report annually to the donor regarding the activities of the Professorship.

ITEM 14.5(a) – Research Centres Report

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

Per the terms of reference for the University Research Board (URB), the attached annual report was provided for information to URB at its May 27, 2025 meeting and is provided to Senate for information.

ATTACHMENT(S):

Western Research Institute and Centre Report

Western Research Institute and Centre Report

May 2025

As required in MAPP 7.9, the Vice-President (Research) is reporting on the:

- establishment of Research Centres;
- renewal or discontinuance of Research Centres; and
- renewal or discontinuance of Research Institutes.

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As of May 14, 2025, there are **4 active Research Institutes** (Appendix A) and **42 active Research Centres** (Appendix B). Research Institutes have remained generally unchanged this past year, except for updates to director appointments and related terms. These details are listed in Appendix A with footnotes about anticipated changes to institute term dates. For Research Centres, the following changes occurred over the past year:

- 1 new centre was established;
    - Centre for Bioethics
- 4 centres were extended;
    - WesternWater Centre
    - Wind Engineering, Energy and Environment (WindEEE) Research Institute
    - Centre for Education Research and Innovation
    - Western Infection, Immunity, and Inflammation Centre
- 5 centres were renewed; and
    - International Centre for Olympic Studies
    - Centre for Quality, Innovation and Safety
    - The Africa Institute
    - Centre for Research in Social Inequality
    - Centre for Research on Migration and Ethnic Relations
- 1 centre was discontinued
    - Centre for Advanced Materials and Biomaterials Research.

The full list of centres in Appendix B includes the changes listed above with colour-coded font and highlights for your convenience.

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Appendix A – Status of Research Institutes in 2025

ACTIVE INSTITUTES	DIRECTOR	INSTITUTE START DATE (mm/dd/yyyy)	STATUS UPDATE DUE (mm/dd/yyyy)
Bone and Joint Institute	Matthew Teeter Director Term: 05/01/2025 – 04/30/2030	03/31/2015 (N.B. – external review completed and new term approved May 2019)	04/30/2027*
Institute for Earth and Space Exploration	Sarah Gallagher Director Term: 11/01/2021 – 12/31/2026	06/28/2019	04/30/2026*
Rotman Institute of Philosophy	Dan Lizotte Director Term: 11/01/2024 – 10/31/2029	05/01/2021	04/30/2026*
Western Institute for Neuroscience	Shawn Whitehead Director Term: 06/01/2024 – 06/30/2029	07/01/2020	04/30/2026*

* = with leadership now solidified in all the institutes with full 5-year director appointments, revised institute term dates will be proposed by the VPR at the Annual Research Institute Governing Board meeting on June 23, 2025. Subsequently, the external review process will be initiated at the discretion of the VRP to meet the new term deadlines.

Appendix B – Status of Research Centres in 2025

ACTIVE CENTRES	DIRECTOR	START DATE (mm/dd/yyyy)	STATUS UPDATE DUE (mm/dd/yyyy)
Arts and Humanities			
No active Research Centres			
Don Wright Faculty of Music			
No active Research Centres			
Education (5)			
Canadian Research Centre on Inclusive Education	Jacqueline Specht	02/15/2013	10/31/2027
Centre for Research and Education on Violence Against Women & Children	Katreena Scott	02/10/1992	07/01/2026
Centre for School Mental Health	Claire Crooks	07/03/2015	07/01/2026
Centre for the Science of Learning	Daniel Ansari	12/17/2018	10/31/2025
Interdisciplinary Centre for Research in Curriculum as Social Practice	Veronica Pacini-Ketchabaw	06/01/2016	10/31/2028
Engineering (6)			
Centre for Multi-hazard Risk and Resilience	Katsu Goda and Reza Najafi	10/01/2023	10/01/2028
Geotechnical Research Centre	Timothy Newson	05/25/1985	10/31/2025
Innovation Centre for Information Engineering	Xianbin Wang	02/06/2013	10/31/2028
Institute for Chemicals and Fuels from Alternative Resources	Franco Berruti	01/01/2008	09/30/2026
WesternWater Centre	Mita Ray	06/27/2019	06/26/2024 (EXTENDED to 10/31/2025)
Wind Engineering, Energy and Environment (WindEEE) Research Institute	Girma Bitsuamlak	07/01/2011	03/31/2025 (EXTENDED to 10/31/2026)

ACTIVE CENTRES	DIRECTOR	START DATE (mm/dd/yyyy)	STATUS UPDATE DUE (mm/dd/yyyy)
Health Sciences (5)			
Centre for Bioethics	Maxwell Smith	04/24/2025 (ESTABLISHED)	04/30/2030
Canadian Centre for Activity and Aging	Kevin Shoemaker	06/23/2000	10/31/2028
Centre for Research on Health Equity and Social Inclusion	Nadine Wathen	05/15/2015	05/31/2026
International Centre for Olympic Studies	Angela Schneider	03/23/1989	03/31/2025 (RENEWED to 05/31/2030)
National Centre for Audiology	Susan Scollie	09/01/2004	10/31/2024
Information & Media Studies (1)			
Starling: The Centre for Digital Justice, Community and Democracy	Alissa Centivany, Alison Hearn, Joanna Redden and Luke Stark	05/29/2023	05/29/2028
Ivey School of Business (6)			
Centre for Building Sustainable Value	Jury Gualandris	04/01/2009	10/31/2028
CPA Ontario Centre for Accounting and the Public Interest	Mitchell Stein	02/01/2011	03/31/2026
Ian O. Ihnatowycz Institute or Leadership	Dusya Vera	09/01/2010	10/31/2028
Ivey Energy Policy and Management Centre	Brandon Schaufele	06/01/2012	10/31/2028
Lawrence National Centre for Policy and Management	Romel Mostafa	11/30/2000	10/31/2028
Morrissette Institute for Entrepreneurship	Eric Morse	11/01/2006	03/31/2028
Law			
No active Research Centres			

ACTIVE CENTRES	DIRECTOR	START DATE (mm/dd/yyyy)	STATUS UPDATE DUE (mm/dd/yyyy)
Schulich School of Medicine & Dentistry (7)			
Biomedical Imaging Research Centre	Jean Théberge	06/01/2010	03/31/2029
Centre for Education Research and Innovation	Chris Watling	06/01/2009	12/31/2024 (EXTENDED to 03/31/2026)
Centre for Quality, Innovation and Safety	James Calvin	05/11/2020	04/30/2025 (RENEWED to 03/31/2030)
Centre for Studies in Family Medicine	Amanda Terry	09/26/1985	03/31/2028
Centre for Translational Cancer Research	Glenn Bauman	10/01/2010	02/28/2028
Western Infection, Immunity, and Inflammation Centre	Greg Dekaban (Acting)	10/01/2010	06/30/2024 (EXTENDED to 10/31/2026)
The Africa Institute	Saverio Stranges	02/01/2011	03/31/2024 (RENEWED to 10/31/2029)
Science (2)			
Centre for Advanced Materials and Biomaterials Research	Elizabeth Gillies	01/01/2010	06/30/2023 (CLOSED)
Centre for Animals on the Move	Chris Guglielmo	05/10/2022	05/31/2027
Soochow-Western Synchrotron Radiation Research Centre	T.K. Sham	11/12/2012	08/01/2023
Social Science (10)			
Centre for Computational and Quantitative Social Science	David Armstrong	09/16/2018	10/31/2028
Centre for Research in Social Inequality	Kate Choi	09/01/1981	06/30/2024 (RENEWED to 10/31/2029)
Centre for Research on Migration and Ethnic Relations	Victoria Esses	10/01/2008	12/31/2024 (RENEWED to 03/31/2030)

ACTIVE CENTRES	DIRECTOR	START DATE (mm/dd/yyyy)	STATUS UPDATE DUE (mm/dd/yyyy)
Centre for the Study of Political Behaviour	Laura Stephenson	05/19/2020	05/15/2025
Centre for Transitional Justice and Post-Conflict Reconstruction	Valerie Oosterveld, Joanna Quinn	07/01/2009	06/30/2026
Centre for Urban Policy and Local Governance	Michael Buzzelli	09/30/2016	09/30/2026
Centre for Human Capital and Productivity	Lance Lochner	10/15/2004	06/30/2026
Western Centre for Brain and Mind	Jessica Grahn	04/19/2024	10/31/2029
Western Centre for Climate Change, Sustainable Livelihoods and Health	Isaac Luginaah	07/01/2021	06/30/2026
Western Research Data Centre	Michael Haan	10/01/2004	03/31/2027

ITEM 14.6(a) – Election Results – Senate Committees

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

At the May 16, 2025 Senate meeting the following nominations were received, resulting in electronic votes:

- One additional nomination for the Nominating Committee – Undergraduate Student Senator.
- Three additional nominations for the Nominating Committee – Faculty Members.
- Two additional nominations for the University Research Board – Faculty Member, Faculty of Arts & Humanities.
- Five additional nominations for the University Research Board – Graduate Students.
- One additional nomination for the Selection Committee for the Dean of the Faculty of Arts & Humanities.
- One additional nomination for the Selection/Review Committee for the Dean of the Faculty of Social Science.

An electronic vote was subsequently held on May 21 – 23, 2025.
An electronic vote was held from May 28 – 26, 2025, for the one (1) member of Senate required for the Nominating Committee.

The following individuals have been elected:

- Nominating Committee: Brooklin Begg, Cherin Chung, Alison Hearn, Immaculate Namukasa and Geoffrey Little.
- University Research Board – Graduate Students: Colleen Van Loon and Jack Webb.
- University Research Board – Faculty Member, Faculty of Arts & Humanities: Kim Solga.
- Selection Committee for the Dean of the Faculty of Arts & Humanities: Donna Kotsopoulos, Andrew Nelson and Zoë Sinel.
- Selection/Review Committee for the Dean of the Faculty of Social Science: Shauna Burke, Matt Davison and Sarah Gallagher.

The certified Simply Voting election results are attached.

ATTACHMENT(S):

Simply Voting Certified Results

Simply Voting

May 23, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Senate - Committees - May 2025

Start: 2025-05-21 12:00:00 America/Toronto
End: 2025-05-23 12:00:00 America/Toronto
Turnout: 59 (60.8%) of 97 electors voted in this ballot.

Nominating - Faculty Senator - TWO positions electable

Option	Votes
HEARN, Alison	38 (37.3%)
NAMUKASA, Immaculate	38 (37.3%)
CHRONIK, Blaine	26 (25.5%)

VOTER SUMMARY	
Total	59
Abstain	0 (0.0%)

Nominating - Undergraduate Student Senator - ONE position electable

Option	Votes
BEGG, Brooklin	37 (68.5%)
HASSAN, Ayesha	17 (31.5%)

VOTER SUMMARY

Total	59
Abstain	5 (8.5%)

URB - Arts & Humanities Faculty Member - ONE position electable

Option	Votes
SOLGA, Kim	29 (64.4%)
LONGTIN, Mario	16 (35.6%)

VOTER SUMMARY

Total	59
Abstain	14 (23.7%)

URB - Graduate Student - TWO positions electable

Option	Votes
VAN LOON, Colleen	28 (30.4%)
WEBB, Jack	21 (22.8%)
AL-BANAA, Nouran	14 (15.2%)
SAMMUT, Mitchell	12 (13.0%)
ESSA, Mohamed	10 (10.9%)
ALI, Kashif	7 (7.6%)

VOTER SUMMARY

Total	59
Abstain	12 (20.3%)

Selection Committee for the Dean of the Faculty of Arts & Humanities - Faculty Member - THREE positions electable

Option	Votes
NELSON, Andrew	46 (29.7%)
KOTSOPOULOS, Donna	39 (25.2%)
SINEL, Zoe	36 (23.2%)
LINGARD, Lorelei	34 (21.9%)

VOTER SUMMARY

Total	59
Abstain	2 (3.4%)

Selection/Review Committee for the Dean of the Faculty of Social Science - Faculty Member - THREE positions electable

Option	Votes
GALLAGHER, Sarah	46 (29.9%)
BURKE, Shauna	38 (24.7%)
DAVISON, Matt	37 (24.0%)
OLSON, Kelly	33 (21.4%)

VOTER SUMMARY

Total	59
Abstain	5 (8.5%)

Election ID: 262930
To validate the authenticity of this report please contact Simply Voting at info@simplyvoting.com.

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May 28, 2025

Western University Secretariat
Western University
Room 4101, Stevenson Hall
London, ON
N6A 5B8 Canada

To Whom It May Concern:

The following election results are certified by Simply Voting to have been securely processed and accurately tabulated by our independently managed service.

Respectfully yours,

Brian Lack
President
Simply Voting Inc.

Results - Nominating Committee - May 2025

Start: 2025-05-26 12:00:00 America/Toronto
End: 2025-05-28 12:00:00 America/Toronto
Turnout: 53 (54.6%) of 97 electors voted in this ballot.

Nominating - Member of Senate - ONE position electable

Option	Votes
LITTLE, Geoffrey Robert	25 (49.0%)
HASSAN, Ayesha	15 (29.4%)
CHRONIK, Blaine	11 (21.6%)

VOTER SUMMARY	
Total	53
Abstain	2 (3.8%)

ITEM 15.0 - Items Removed from the Consent Agenda

ACTION: ☐ APPROVAL   ☒ INFORMATION   ☐ DISCUSSION

EXECUTIVE SUMMARY:

The following items have been removed from the Consent Agenda by request:

ITEM 16.0 – Discussion and Question Period

Questions for Senate to be addressed during the agenda.

The following questions are related to item 10.1 – Introduction of the new MAPP Policy – Affirming Declarations of Indigenous Citizenship or Membership at Western University.

Randal Graham, Senator:

1. The policy on declarations of Indigenous Citizenship expressly applies to statements that may give rise to "intangible benefits," including the benefit of being seen to have a "perspective," and applies not only to declarations of actual "citizenship", but also claims of Indigenous ancestry or connection to a community. The statement "I have an Indigenous grandmother" would be subject to committee approval if coupled with the suggestion that this relationship gives rise to a "perspective." This appears to discriminate against Indigenous persons who wish to share their stories. Any student is free to say "I have a French grandmother who lived through the occupation in World War II", while a student who says "I have an Indigenous grandmother," or "I have a connection to a particular Indigenous community," may be subject to a verification process. Can the policy be amended to prevent this outcome?

2. The policy on declarations of Indigenous Citizenship expressly applies to statements made in the classroom. What a student or faculty member chooses to share about his or her ancestry, in class, constitutes protected speech. While it may be justifiable to limit that speech where it gives rise to material benefits, it may not be justifiable where it does not. Where such speech is shared for personal or pedagogical purposes, or by a student simply weighing-in on a discussion, that speech should not be subject to validation by a university committee. Students and faculty members may be unwilling to share relevant and pedagogically useful information out of fear that they'll be reported to a committee and subjected to a procedure of verification. Can the policy be amended to prevent this outcome?

3. The policy on declarations of Indigenous Citizenship expressly applies to verbal expressions of "connection to an Indigenous community" and statements of ancestry, rather than being limited to clear expressions of citizenship or membership. Faculty members expressed concern that this is too broad. Is the statement "I represented an Indigenous community in the residential school class-action" a verbal expression of connection to an Indigenous community? The breadth of this policy might "chill"

potentially useful speech that would otherwise be shared in class. Can the policy be amended to prevent this outcome?

4. The policy on declarations of Indigenous Citizenship may limit the law faculty's ability to attract Indigenous scholars to serve as guest lecturers or instructors in intensive courses. If a particular scholar objects to this policy as intrusive, we may not be able to attract them to the school. Moreover, such scholars may be deterred from sharing pedagogically useful perspectives or information relating to their heritage. Can the policy be amended to address this outcome?

5. The policy on declarations of Indigenous Citizenship raised a number of additional concerns among members of the law school community. These included:
   - The subjectivity of approval processes such as the one currently proposed. Faculty members cited the case of Réal Carrière, an Indigenous scholar from the University of Manitoba who 'failed' the approval process at the University of Saskatchewan.
   - Potential applicants to the "Indigenous applicant category" of the JD Program at the Faculty of Law may be deterred from applying to our law school if they see this process as unduly intrusive or subjective. This could limit our pool of Indigenous applicants.
   - Several faculty members expressed concern regarding the legality of this process, and the possibility of it giving rise to instances of judicial review.

The following question is related to item 12.2 – Proposal for Internationalization at Western: A Multi-Pronged Approach – Proposed Partnership between Western and Navitas

Miranda Green-Barteet, Senator:

1. As of today, four faculties (Social Science, Art & Humanities, FIMS, and Education) have passed motions stating the respective faculty councils oppose a partnership with Navitas. What is the reaction of the senior administration to these motions, and how does this affect your view of the Navitas proposal?

Questions for Senate to be addressed during discussion and question period.

The following questions or issues for discussion were submitted to the Operations/Agenda Committee (OAC) for the June 6, 2025, Senate meeting:

1. Christopher Alcantara, Senator:

In response to the chaos in the United States in higher education, Queen's university launched a Special U.S. Doctoral Recruitment Initiative that provides up to 20 doctoral students from the United States with a minimum of $40K a year for four years of study (https://www.queensu.ca/grad-postdoc/graduate-studies/international-students/queens-special-us-doctoral-recruitment-initiative).

UdeM recently announced the creation of a "$25-million funding drive … to recruit top researchers and promising young talents to its campus" again in response to developments in the United States (https://nouvelles.umontreal.ca/en/article/2025/04/23/udem-launches-25-million-philanthropic-initiative-to-recruit-top-research-talent/).

Does our university have any plans to strategically recruit American and International faculty, graduate students, and undergraduate students from the United States?

Excerpt from Senate's Adopted Policies and Procedures:

4.   Questions for Senate

4.1   Questions regarding matters on the agenda

(a) It is suggested, though not required, that Senators and Official Observers (collectively "members") who wish to ask questions on matters on the agenda submit them to the University Secretary at least 48 hours prior to the meeting at which they are to be raised. The University Secretary will forward questions submitted at least 48 hours prior to the meeting to the appropriate individuals for preparation of responses and every effort will be made to have responses available at the meeting.

(b) Members may ask their questions when the relevant agenda matter is reached in the meeting.

4.2   Question Period

The Question Period has two functions:

(a) To allow members to ask questions about or re-open matters previously dealt with by Senate, and raise questions on other matters within Senate's mandate.

(b) To provide time for open discussion and debate of issues within Senate's mandate that are not on the agenda but may be of interest or concern to Senate members or their constituencies.

4.2.1   Questions and Issues for Discussion

(a) Questions and issues for discussion shall be submitted to the Operations/Agenda Committee (OAC), through the University Secretariat. OAC will determine whether to route the question or issue to Senate or redirect it to an appropriate unit on campus for a response.

(b) The Chair of OAC shall submit a Chair's report to Senate detailing all questions and issues received, the decision of OAC in respect of routing each question or issue, a brief explanation as to why a question or issue was not routed to Senate (where applicable), and information on the unit to which a question or issue was redirected for a response (where applicable).

4.2.2   General Regulations

(a) Questions and issues may be submitted at any time. Questions or issues received by the University Secretariat at least eight days prior to the next OAC meeting will be addressed at or in advance of the next Senate meeting. Questions or issues received less than eight days before the next OAC meeting will be addressed at or in advance of the Senate meeting next following.

(b) Questions and descriptions of issues should be brief and to the point (i.e. 200 words or less). Members are responsible for preparing any background documentation they wish to distribute related to the issue they are raising and must provide an electronic copy.

(c) No motions may be put forward or considered during the Question Period.

(d) The length of the Question Period is limited to 30 minutes unless extended by a majority vote of Senate.

(e) Questions or issues submitted in advance of the meeting will be dealt with before questions or issues raised from the floor.

(f) During Question Period, questions or comments on issues should be directed to the Chair who will call upon the appropriate individuals to answer or direct the discussion thereafter.

(g) A member who has submitted a question is entitled to ask one supplementary question relating to the response.

(h) If after an answer is received or discussion of an issue concluded, there are concerns or issues remaining that are within Senate's mandate, those issues will be referred to the appropriate Senate standing committee for review and a report will be made back to Senate. If the concerns or issues remaining are not within Senate's mandate, the Chair will refer the matter to the appropriate unit on

campus.

(i)   If there are issues or questions that have not been addressed at the end of the 30-minute period or any extension, and there is no further extension, the remaining questions or issues will be carried forward to the Question Period of the following meeting of Senate, unless withdrawn by the member(s) who initially submitted the questions or issues.